DOCUMENT RESUME

ED 104 997 32 UD 014 985

| | |
|---|---|
| AUTHOR | Harmon, Ann |
| TITLE | Title I Public Law 89-10, Annual Evaluation Report, 1973-1974. |
| INSTITUTION | Alabama State Dept. of Education, Montgomery. |
| SPONS AGENCY | Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education. |
| PUB DATE | 74 |
| NOTE | 145p. |
| EDRS PRICE | MF-$0.76 HC-$6.97 PLUS POSTAGE |
| DESCRIPTORS | Ancillary Services; *Annual Reports; Cost Effectiveness; Educational Assessment; Educational Objectives; Inservice Programs; Instructional Programs; *Program Administration; *Program Evaluation; Special Education; State Government; Summer Programs |
| IDENTIFIERS | Alabama; Elementary Secondary Education Act Title I; ESEA Title I Programs |

ABSTRACT

This Alabama State Annual Evaluation Report on programs, projects, services and activities funded in whole or in part under Title I of the 1965 Elementary Secondary Education Act for Fiscal Year 1974 (FY74) is organized into three parts. Part One is organized into an "Introduction" and 15 sub-sections discussing the following topics respectively: statistics for 1974, operations and services, dissemination, evaluation, major problem areas, interrelationship of Title I with other federal programs, non-public schools, general evaluation of the projects, changes in program approval, other Title I activities, teacher training, parent and community involvement, advisory councils, number of years participants were in Title I programs before 1974 and summary of Title I programs. Part Two discusses "The Testing Program (Results by Subject and Grade)". Part Three comprises "Special Reports and Case Studies". This report follows the state format for evaluation reporting. It was prepared by the evaluation consultant. The unit within the State Department of Education responsible for the administration of Title I is the Division of Administration and Finance. With the approval of this department, the federal programs coordinator, the state coordinator and consultants administer the Title I program. (JM)

ED104997

ALABAMA

DEPARTMENT OF EDUCATION

# ELEMENTARY AND SECONDARY EDUCATION ACT

# OF 1965

## TITLE I

## PUBLIC LAW 89-10

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

## ANNUAL EVALUATION REPORT

## 1973-1974

STATE OF ALABAMA

DEPARTMENT OF EDUCATION

MONTGOMERY, ALABAMA

LEROY BROWN

STATE SUPERINTENDENT OF EDUCATION

UD 014985

# STATE OF ALABAMA

Governor . . . . . George C. Wallace

State Superintendent of Education . . . . . Dr. LeRoy Brown

State Board of Education

Governor George C. Wallace, President
Superintendent LeRoy Brown, Executive Officer and Secretary

| | |
|---|---|
| Dr. James D. Nettles | Mrs. Isabelle B. Thomasson |
| Mrs. S. A. Cherry | Mrs. Bettye Frink |
| Victor P. Poole | Dr. Harold C. Martin |
| H. Ray Cook | Roscoe Roberts, Jr. |

Division of Administration and Finance

W. H. Kimbrough, Director
W. E. Mellown, Jr., Coordinator of Federal Programs

Title I Staff

| | |
|---|---|
| E. A. Spear | Coordinator |
| C. M. Youngblood | Assistant Coordinator |
| Ann Harmon | Evaluation Consultant |
| Joe Kelley | Education Consultant |
| Lecil Smith | Education Consultant |
| Tom Pebworth | Education Consultant |
| David Nettles | Mathematics Consultant |
| Warren Mitchell | Reading Consultant |

ELEMENTARY AND SECONDARY EDUCATION

ACT OF 1965 - TITLE I

PUBLIC LAW 89-10

THE ALABAMA ANNUAL EVALUATION REPORT FOR

FISCAL YEAR: 1974

TABLE OF CONTENTS


PART I
Introduction
Statistics for 1974 . . . . . 1
Operation and Services. . . . . 6
Dissemination . . . . . 8
Evaluation. . . . . 12
Major Problem Areas . . . . . 15
Interrelationship of Title I with
Other Federal Programs. . . . . 17
Non-Public Schools. . . . . 20
General Evaluation of the Projects. . . . . 21
Changes in Program Approval . . . . . 22
Other Title I Activities. . . . . 22
Teacher Training. . . . . 23
Parent and Community Involvement. . . . . 30
Advisory Councils . . . . . 30
Number of Years Participants Were in
Title I Programs Before 1974. . . . . 33
Summary of Title I Programs . . . . . 34

PART II
The Testing Program (Results by
Subject and Grade). . . . . 35

PART III
Special Reports and Case Studies. . . . . 44


This report follows the state format for evaluation reporting. It was prepared by the evaluation consultant.

## INTRODUCTION

Fiscal year 1974 was the ninth year in which federal funds were used to meet the special needs of the educationally disadvantaged children in Alabama. The funds provided by Title I of the Elementary and Secondary Education Act (ESEA) were allocated to one hundred twenty-five (125) county and city school systems (LEA's).

The Title I program of 1974 was the result of the evolution of a program from the 1965 idea of "providing anything you have never had before" to careful consideration of the identified special needs of fewer children. Each year the programs have shifted more and more from a remedial program to a preventive program, beginning with preschool in many systems.

Definite stress was placed not only upon the assessment of educational deprivation but also upon the preparation of meaningful behavioral and performance objectives to meet the assessed priority needs.

The uncertainty of Title I funding from year to year makes teacher contract renewal unpredictable. This has caused many teachers to ask for a transfer out of federal programs. Thus, extensive training of new teachers must be done each year. The extent of the personnel turn-over definitely affects the effectiveness of the programs.

Amendments to the ESEA provided special funds for the education of the children of migrant agricultural workers, children residing

in state-operated or supported schools for the handicapped and children in institutions for the neglected and delinquent. Evaluation reports for those programs are under separate cover.

DISTRIBUTION OF TITLE I FUNDS

1974

| | |
|---|---|
| Local Agencies (Part A) | $ 34,549,166 |
| (Part C) | 1,592,071 |
| Institutions for Handicapped | 633,507 |
| Institutions for Delinquent | 199,129 |
| Migrant Education | 694,053 |
| State Administrative (Includes Part C) | 377,245 |
| 1973 Impounded Funds | |
| Local Agencies (Part A) | 5,707,968 |
| Local Agencies (Part C) | 1,193,291 |
| | $ 44,946,430 |

Local Agencies (Part A)
Funds Budgeted for Capital Outlay
in 1974 (Included in above amount)

| | |
|---|---|
| Buildings and Remodeling | $ 15,230 |
| Instructional Equipment | 333,244 |
| All Other Equipment | 8,956 |
| | $ 357,430 |

# TITLE I STAFF POSITIONS IN 1974

Title I, ESEA
FY 1974

| PROJECT STAFF | Regular TERM | Summer TERM |
|---|---|---|
| Classification of Assignment | | |
| Teaching - Kindergarten | 271 | 555 |
| Teaching - Elementary | 1,819.5 | 2,174 |
| Teaching - Secondary | 278 | 429 |
| Teaching - Handicapped | 73 | 48 |
| Teacher Aide | 1,411.5 | 1,210 |
| Librarian | 3 | 49 |
| Librarian Aide | 2 | 5 |
| Supervision | 56.5 | 52.5 |
| Direction and Management (Admin.) | 96.5 | 118.5 |
| Counseling | 50 | 35 |
| Psychologist * | 1 | 0 |
| Testing | 37 | 30 |
| Social Work | 15 | 7 |
| Attendance | 20 | 5 |
| Nurse* | 40 | 12 |
| Physician* | 1 | 1 |
| Dental Hygenist* | 1 | 1 |
| Clerical | 100 | 100 |
| Other | 164.5 | 480.5 |

* Some of the non-teaching staff may have been under contract for services as needed.

INSTRUCTIONAL ACTIVITIES

in

1974

REGULAR TERM

| INSTRUCTIONAL ACTIVITIES | Number of LEA's | Number of Children | Amount Allocated |
|---|---|---|---|
| Business Education * | 1 | 75 | $ 4,000 |
| English - Reading | 124 | 110,774 | 10,971,275 |
| English - Other Language Arts | 2 | 2,045 | 83,617 |
| Home Economics (Personal Development) | 1 | 100 | 9,000 |
| Mathematics | 74 | 53,278 | 3,348,623 |
| Natural Science ** | 3 | 1,330 | 54,987 |
| Social Science ** | 2 | 1,305 | 46,000 |
| Special Activities for Handicapped | 16 | 2,084 | 343,044 |
| Kindergarten | 33 | 5,730 | 1,877,999 |
| Other Activities (ITV, Speech, etc.) | 7 | 22,038 | 1,198,747 |

* Night classes in a dropout program

** Classes for dropouts, NYC or in LEA's with a heavy concentration of deprived children

SUPPORTIVE SERVICES

in

1974

REGULAR TERM

| SUPPORTIVE SERVICES | Number of LEA's | Number of Children | Amount Allocated |
|---|---|---|---|
| Attendance | 18 | 21,635 | $155,617 |
| Clothing | 1 | 300 | 1,400 |
| Food* | 5 | 620 | 5,991 |
| Guidance Counseling | 17 | 24,865 | 510,863 |
| Teacher Aides | 92 | 92,026 | 2,607,851 |
| Health - Medical and Dental | 36 | 45,411 | 395,136 |
| Library | 5 | 9,037 | 20,137 |
| Psychological | 2 | 1,355 | 19,903 |
| Social Work | 8 | 10,973 | 104,856 |
| Speech Therapy | 1 | 1,275 | 18,300 |
| Transportation ** | 13 | 8,131 | 39,957 |
| Special Services for Handicapped *** | 1 | 125 | 600 |
| Other Services | 24 | 64,766 | 378,364 |

* Snacks and food services not reimbursable under USDA.

** Transportation for Title I pre-school children.

*** Classes for children in the Special Education classes.

## INSTRUCTIONAL ACTIVITIES
Summer 1974

| INSTRUCTIONAL ACTIVITIES | Number of LEA's | Number of Children | Amount Allocated |
|---|---|---|---|
| Business Education | 1 | 110 | $ 2,000 |
| Cultural Enrichment | 0 | 0 | 0 |
| English - Reading | 70 | 50,929 | 1,728,897 |
| English - Speech | 1 | 1,100 | 17,550 |
| English - Other Language Arts | 1 | 1,357 | 28,000 |
| Mathematics | 48 | 40,816 | 905,550 |
| Natural Science | 5 | 8,647 | 110,932 |
| Social Science | 7 | 12,910 | 144,392 |
| Special Activities for Handicapped | 4 | 689 | 43,924 |
| Kindergarten | 56 | 9,086 | 645,475 |
| Other Activities | 3 | 548 | 25,790 |

## SUPPORTIVE SERVICES
Summer 1974

| SUPPORTIVE SERVICES | Number of LEA's | Number of Children | Amount Allocated |
|---|---|---|---|
| Attendance | 5 | 2,760 | $ 8,650 |
| Food * | 10 | 6,613 | 31,350 |
| Guidance Counseling | 8 | 11,681 | 49,309 |
| Teacher Aides | 56 | 39,920 | 414,806 |
| Health - Medical and Dental | 14 | 8,546 | 39,482 |
| Library | 7 | 13,174 | 52,487 |
| Social Work | 3 | 6,105 | 5,918 |
| Speech Therapy | 2 | 2,205 | 3,760 |
| Transportation | 42 | 34,011 | 621,441 |
| Other Services | 20 | 29,577 | 51,747 |

* Snacks and food services not reimbursable under USDA.

PART ONE

I. OPERATION AND SERVICES

The Title I program in Alabama was administered from the state level through the Division of Administration and Finance by the Federal Programs Section. The Title I staff consisted of the state coordinator, assistant state coordinator, four education specialists, a mathematics specialist, a reading specialist, an evaluation specialist, a statistician, an accountant, account clerks and clerk stenographers.

The staff worked with the LEA's in individual conferences, area and statewide conferences and by telephone. An attempt was made to involve the LEA's in the planning of all conferences. The staff also invited the LEA's to come in on several occasions to make recommendations to the SEA about improving SEA service to the LEA's.

Some of the SEA Title I meetings involving LEA representatives during 1974 were as follows:

| | |
|---|---|
| July 30 | Educational Program Auditing |
| July 30 | Needs Assessment |
| August 1 & 2 | School Office Personnel |
| August 31 | Project VISIT |
| September 27 | Project VISIT |
| October 8 | Title I Legislation |
| November 8 | Statewide conference for LEA Coordinators |
| November 28 | Needs Assessment |
| December 13 | Needs Assessment |
| January 9 | Compensatory Conference Planning Meeting |
| January 23 | Statewide conference on federal funds |
| February 20 | Area Conference on Evaluation |
| February 28 | Area Conference on Evaluation. |
| March 20 | Area Conference on Evaluation |
| March 22 | Area Conference on Evaluation |
| March 26 | Area Conference on Evaluation |
| March 30 | Needs Assessment |
| April 2 | Area Conference on Evaluation |
| April 10 | Area Conference on Evaluation |
| April 11 | Needs Assessment |
| April 16-17 | Title I training conference |
| April 16 | Area Conference on Evaluation |
| April 18 | CPIR Workshop |
| April 19 | Area Conference on Testing and Diagnosing |
| April 24 | Area Conference on Testing and Diagnosing |
| April 25 | Area Conference on Testing and Diagnosing |
| April 26 | Area Conference on Testing and Diagnosing |
| May 2 & 21 | Needs Assessment |
| June 5 | Needs Assessment |

In addition to the workshops and conferences, the SEA Title I staff gave assistance through individual conferences, telephone conferences and visits to the LEA's. During the year, the following reviews were made:

129 Administrative Reviews
49 Accounting Reviews
26 Evaluation Reviews
65 Instructional Reviews

Every request for special visits was honored. The SEA Title I staff helped with planning sessions, in-service training programs for parents, etc. No data processing service was furnished except test results from the state testing program in the fourth, eighth and tenth grades. A print-out which supplied percentile ranks and total grade placement means was furnished to each system. Plans were made during the year to supply additional testing service, including item analysis, and training in diagnosing and prescribing. First results of this service will be described in FY 1975 evaluation report.

II. Dissemination

Dissemination of information about programs was very successfully done on 1974. Eight LEA's had excellent exhibits at the Alabama Education Association (AEA) annual convention in Birmingham, Alabama. Brochures and other materials were displayed and distributed by the LEA exhibitors.

The Alabama State Department of Education (SDE), the Alabama Association of School Administrators (AASA), and the Alabama Education Study Commission (AESC), cooperatively sponsored Project VISIT (View Innovative Schools in Transition) as a method of disseminating information about exemplary education programs in Alabama. After an initial meeting between SDE and AASA representatives, a committee was appointed to coordinate the project.

The committee outlined the following steps for the project:

1. Identify exemplary educational programs in Alabama.
2. Select the systems to be included as visitors.
3. Develop a list of recommended procedures to be followed during a visit.
4. Coordinate the visits.
5. Evaluate the project.

It was decided to include all systems that had a new superintendent either during the 1972-73 or 1973-74 school year. The remaining systems were selected so as to assure a near representative sample on the basis of: (1) geographic locations, (2) size, and (3) city and county systems.

This resulted in a list of 34 systems to be invited to participate. A letter co-sogned by the state superintendent of education, a representative of the Alabama Association of School Administrators and a representative of the Alabama Education Study Commission was sent to the superintendents of the 34 identified systems inviting them to participate in Project VISIT. Attached to the letter of invitation was a return form for their response with spaces provided for indicating their choice of the type program which they would like to visit.

Of the 34 systems invited, 21 indicated a desire to participate.

Forms were sent to SDE consultants and to AESC representatives requesting that they recommend school programs to be visited. The responses were used to develop a list of schools to be visited. The school programs to be visited by the various systems were selected from this list on the basis of indicated choice and proximity to the visitors.

Once a school or school system was selected to be visited, a letter was sent to the superintendent asking that a team of visitors be allowed to visit. A form was attached for their response requesting a choice of dates for a visit.

By means of telephone calls, dates were mutually agreed upon by the visitors and the system being visited. Written confirmation was sent to the visiting system along with the appropriate numbers of the following materials, forms,* and instructions:

1. How To Have A Successful VISIT.
2. Project VISIT Evaluation.
3. Statement of Official Travel.
4. Statement of Expenses for ESEA, Title III, Project VISIT.

Written confirmation along with Accomodating Your Visitors was also sent to the systems being visited.

Visitors were reimbursed individually for mileage and per diem while the school systems were reimbursed for any substitute teachers hired to replace visiting teachers. The cost for mileage and substitute teachers was $2,841.74.

Each visitor was asked to fill out and return a copy of the evaluation form. A total of 107 of these were returned. A large percentage of the replies was favorable with accompanying requests for continuing and expanding Project VISIT in 1975. As a result of this project, the dissemination among LEA's increased.

*These forms are available upon request.

Dissemination by the LEA's was done in the following ways:

1. Within the LEA's

   Conferences
   Training sessions, workshops
   Written matter (reports, news releases)
   Other-Personal contacts, visits, telephone calls
   Study and discussion groups (faculty, parents)
   Consultant service, guidance counselor
   Displays at fairs and educational conferences
   Test scores disbributed to supervisors and teachers
   Many LEA's have worked up study guides and courses of study with in-service groups.
   Parent Advisory Council

2. To other agencies:

   Press, radio, TV
   Publications - Letters, reports, announcements
   Open house
   Films and video tapes
   Talks to civic clubs and other local organizations
   Adult Basic Education classes

3. To state agency:

   Written reports
   Pictures, films, brochures
   Visits, telephone calls
   Exhibits of projects at the Alabama Education Association Convention

Dissemination by the SEA was done in the following ways:

1. To LEA's

   Area conferences
   Personal conferences
   Administrative memoranda
   Copies of materials sent from the U.S.O.E.
   Copies of state evaluation reports
   Copies of various evaluation reports from other states
   Reprints of materials received from LEA's and other states
   Programs presented to civic groups, faculties, parent groups and other organizations.

2. To the public

   News releases
   Displays
   Talks to various organizations
   Publications

DISSEMINATION OF PROJECT INFORMATION AND DATA

The methods used by one hundred twenty-five (125) LEA's to disseminate information to the community and to others concerned about Title I activities are listed below with the numbers of LEA's who used the various methods.

a. 94 News releases and feature stories in the press

b. 53 Presentation of information and data via radio

c. 21 Special radio coverage of the project

d. 11 Presentation of information and data on television

e. 9 Special television coverage of the project

f. 82 Newsletters to staff members

g. 114 Presentation of information and data in staff meetings

h. 110 PTA meetings

i. 85 Presentation of information and data in public meetings and community groups

j. 34 Brochures or pamphlets

k. 50 Conducted tours

l. 103 Open house

m. 5 Publications for professional journals (for example, AEA or NEA magazines)

n. 33 Publications for local community distribution

o. 25 Descriptive reports sent to other schools in the state

p. 36 Descriptive reports sent to Superintendent of Public Instruction

q. 109 In-service training (workshops, seminars, etc.) conducted for Title I staff and non-Title I staff

r. 87 Copies of evaluation report
- 102 (1) To professional staff
- 102 (2) To principals of Title I schools
- 100 (3) To advisory council
- 10 (4) Other To local Board of Education

s. 24 Other (Specify) AEA Exhibits, newsletters to parents, local displays.

III. EVALUATION

An evaluation format for reporting was given to the LEA's in June 1974. This enabled the LEA's to know what was expected for evaluation reporting before project applications were written. They were also able to duplicate materials which could be used as part of the pre-service training of Title I teachers. (The evaluation format for reporting is available upon request.)

This state evaluation report is being prepared to meet USOE requirements and for dissemination. Those involved in preparing the report are the Title I coordinator, evaluation specialist, statistician, accountant, education specialists, when they were available, and typists. The report is a compilation of information supplied by the LEA's and of SEA Title I activities. Copies of the report will be mailed to the U. S. Office of Education, all other states and LEA superintendents and coordinators. Other copies are disseminated upon request.

Eight area conferences were held by the SEA evaluation specialist for discussion of evaluation procedures. Two hundred fifty-three (253) LEA representatives attended the conferences. New LEA coordinators and/or evaluators were helped in individual conferences or by telephone.

Twenty-six evaluation reviews were made of LEA programs. The state review form was used for the reviews. All noted exceptions and recommendations were written to the LEA superintendent with a request for a reply. The evaluation review form is included.

On the local level, much of the inservice training was directed toward testing, diagnosing needs and prescribing. Reading and mathematics objectives and checklists were used by many of the teachers. In some LEA's there was little continuity in the programs. The uncertainty of funding caused a great turnover in Title I teachers. This meant more training of teachers in the areas mentioned above.

CHECK SHEET FOR EVALUATION REVIEW
Title I, P. L. 89-10

Each item will be marked with a "yes", "no" or "NA" (not applicable). All marks of "no" will be explained in writing.

SYSTEM _____ DATE _____

Superintendent _____ Coordinator _____

| | YES | NO |
|---|---|---|
| 1. An analysis of last year's evaluation report was presented to: | | |
| a. The Board of Education | ____ | ____ |
| b. Central office administrators and the principals involved in Title I. | ____ | ____ |
| c. Personnel on Title I payroll (excluding b. above) | ____ | ____ |
| d. Parent Advisory council | ____ | ____ |
| 2. Copies of the last evaluation report were offered to the parent advisory council. | ____ | ____ |
| 3. A copy of the last annual evaluation is on file in the Title I Coordinator's office. | ____ | ____ |
| 4. Title I test answer sheets for three years are on file in the Title I Coordinator's office or principal's office. | ____ | ____ |
| 5. Pre and post test scores for participating children who were in the program last year are on file. | ____ | ____ |
| 6. Provisions are made for interim testing during the year. | ____ | ____ |
| 7. Plans have been made for changes in the procedures and/or objectives if changes are indicated by the testing. | ____ | ____ |
| 8. Title I testers and/or evaluators are being utilized properly. | ____ | ____ |
| 9. The Title I Coordinator made a preliminary evaluation review prior to the SDE evaluation review. | ____ | ____ |

Effective: September 10, 1973 Revised: September 10, 1973

## CHECK SHEET FOR EVALUATION REVIEW
(Cont'd)

| | YES | NO |
|---|---|---|
| 10. Each Title I teacher has a folder for each participating child which contains samples of his work. | ____ | ____ |
| 11. Each Title I teacher has a confidential folder for each class period containing. . . | | |
| a. A list of the names of the children in the class with pre-test scores. | ____ | ____ |
| b. A diagnosis of each participating child's academic needs and planned procedures to meet the needs. | ____ | ____ |
| 12. Each Title I teacher has a copy of the project objectives relating to her assignment. | ____ | ____ |
| 13. Each Title I teacher has written objectives which are being used to meet project objectives. | ____ | ____ |
| 14. There is evidence in writing that an adequate continuing evaluation is being done by Title I staff. | ____ | ____ |

15. Who is responsible for testing? _____

_____
(Signature)

IV. MAJOR PROBLEM AREAS FOR LEA's

A.1. Preparing proposals -- The greatest problem in preparing proposals was the rush to get it done after finally getting a tentative allocation. This resulted in hasty planning and careless errors. Late funding also caused problems in getting the Advisory Committee together, in employing staff and in planning pre-service training.

2. Operations and Services -- Implementation of a project at the last moment presented many problems in employing teachers and other personnel and in finding suitable quarters. Principals of Title I schools have a legitimate reason to resent having to shift teachers and try to provide rooms at the last moment.

Other difficulties were due to shifts in school population and the piece-meal funding.

3. Evaluation -- The evaluation problems for many LEA's were due to lack of trained personnel in the areas of testing and evaluating. Others had problems with evaluation due to the lack of support from principals and regular teachers during testing periods and in trying to assess needs.

4. Other problems -- Orientation of regular school personnel still posed a problem. This may have been due to the uncertainty of funding which has caused some administrators to feel that the programs are not worth the worry.

B. Recommendations from LEA's --

The recommendations are the same as those for 1973 which are as follows:

1. Earlier funding to insure proper planning on the State and local level.

2. Funding for a four or five year period in order to plan and implement a continuous program and to secure more qualified personnel.

3. Entire amount of funding be known before the project is written to reduce amendments.

4. Less emphasis be placed on standardized testing.

5. Changes in guidelines be announced earlier.

6. Consideration of income of large families for more realistic funding be given.

7. The SEA work toward effecting a change in the curriculum in teacher-training institutions.

The seventh recommendation has been considered by the SEA and the teacher-training institutions and changes are in progress.

C. Problem areas checked by LEA's --

Some LEA's checked several areas: one checked all areas, eleven checked none. The numbers and areas checked are as follows:

| | |
|---|---|
| 49 | Limitations imposed by Federal and State |
| 4 | Negative reaction in the community to Federal funds |
| 16 | Identification of pupil needs |
| 7 | Designing of projects to meet pupil needs |
| 36 | Inadequate planning time |
| 1 | Cooperation with private and non-public schools |
| 6 | Completion of project applications |
| 30 | Excessive paper work |
| 14 | Inability to obtain qualified staff |
| 6 | Pre-service and/or in-service training of staff |
| 8 | Shortage of administrative staff to plan and supervise the project. |
| 27 | Lack of school facilities or space for carrying out the project. |
| 14 | Inability to secure equipment, materials and supplies in time |
| 14 | Delay between submission and approval of project |
| 67 | Delay of announcement of allocation amounts |
| 2 | Delay in financial payments |
| * 26 | Inadequate Title I funds |
| 2 | Fiscal accounting procedures |
| 6 | Lack of appropriate evaluation devices |
| 20 | No problems encountered in initiating and implementing this Title I project. |

* Inadequate funds were checked because of teacher raises and an increase in fixed charges.

V. INTER-RELATIONSHIP O[illegible] WITH OTHER FEDERAL EDUCATIONAL PROGRAMS IN ALABAMA

The LEA's marked th[illegible] below of other federal programs within the system which were related to the Title I program. Descriptions of some of the relationships follow:

112 ESEA - Title II
32 ESEA - Title III
1 ESEA - Title IV
0 ESEA - Title V
25 ESEA - Title VI-A
4 Educational Professional Development Act
125 U. S. Department of Agriculture Food Program
36 Head Start - OEO - Community
35 Neighborhood Youth Corps
85 NDEA - Title III
4 NDEA - Title V-A - Discontinued
1 Vocational Educational Act of 1963
2 Job Corps
63 State Social and Welfare Agencies
24 Federal Social and Welfare Agencies
29 Medical Aid to Indigent Families
Emergency School Aid Act
4 Area Mental Health Centers
3 Appalachian Career Education

The interrelationship of some of the programs listed above with the Title I programs are as follows:

1. Community Action Agencies -- There are twenty-five CAA's in Alabama. Fourteen of these agencies have been helpful in locating deprived children and assessing needs through surveys. They have helped with parental involvement by acquainting them with services which are available through CAA and Title I and by offering services such as counseling, recreation, and night classes to parents. CAA has supplemented Title I by aiding in preschool services. Records from Head Start are made available to first grade pupils.

2. Headstart -- Programs for preschool children funded by O.E.O. were held in the districts where C.A.A.'s existed. Twenty-three of the Headstart programs were conducted for a full year and ten programs were operated for two months during the summer. The programs were very helpful in preparing students for school, especially in the communications area. Student records were available to Title I teachers. Thirteen of the programs were administered by boards of education and were considered a very important part of the educational program.

3. Title II has been the program most coordinated with Title I. Library books and audiovisual materials have been used by Title I participants. Librarians and aides assisted Title I children in using the materials supplied by Title II. Special emphasis was placed on reading and related activities in Title I programs. This effort was enhanced by Title II.

Special "disaster" allocations were given to thirteen LEA's from funds allowed for state administration. Applications were approved for those LEA's who lost books through fires or tornadoes. Sixteen schools were thus affected.

4. Title III, ESEA -- Thirty-three Title III programs were in operation. Those which were most coordinated with Title I were the media centers which served several surrounding areas and four which were concerned with reading. Materials and services were invaluable to Title I programs. Title III teacher-training centers and workshops were used by Title I personnel. Cultural arts projects were used by Title I children. Some of the projects in career education, dropout programs, environmental education, individualized instruction, etc. involved Title I children.

5. Title III, NDEA -- Materials bought through this program were used to great advantage by Title I participants.

6. Title IV -- No Title IV projects were operated through the State. The LEA's had projects which were conducted through a regional manager who works out from the Atlanta office.

7. Emergency School Aid Act -- The application and approval of these programs came to the regional office in Atlanta. Thirty-nine projects (including a metropolitan project in Mobile) were implemented in Alabama in FY 74. The relationship with Title I usually supplemented the Title I program by providing reading and/or arithmetic in grades which could not be involved by Title I programs due to insufficient funds. For instance, Title I may have taken care of reading needs in grades 1, 2, and 3 and ESAA may have supplied reading teachers in grades 4, 5, and 6.

8. Title V -- ESEA -- Coordination of Title V and Title I within the SEA has effected peripheral benefits to the LEA's. Title V funds were used in a study of the organization of the SEA; in providing consultative and technical assistance in academic areas and in special education; in providing leadership and consultative services to schools trying to meet accreditation standards; in collecting and storing information through the use of data processing; through providing services that assist in developing, improving, and expanding activities of the school lunch and transportation programs and of the graphic arts section; and in initiating and implementing an in-service program for all SEA personnel. All of these activities had a positive effect on the LEA's through supplying leadership and services which affected all programs being conducted by them.

   One Title V-Section 505 project is directed toward the development of comprehensive criteria which would provide the base for effective management of compensatory education programs. Two LEA's from Alabama have been involved in the program along with two LEA's from each of the other six participating states since the project originated in April 1972. A self-evaluation instrument was field tested in each of the seven states and was reworked during Phase III of the project. The instrument will be used by selected LEA's during 1975 in the monitoring process. This

project is having a direct effect on Title I management.

9. NDEA Title V was placed under ESEA Title III in 1970. Services are rendered to Title I children through testing and counseling services. In the SEA the staff is under the Division of Instruction as Student Personnel Services. This section supervises the state testing program which includes achievement and mental maturity tests for the fourth, eighth and tenth grades. Results of this testing gives the SEA Title I staff a cross-check on scores turned in and also gives an idea of where the greatest needs are. In 1974, the Title I staff and Title V staff held workshops to train teachers to use the fourth grade test results in diagnosing the needs of the fifth grade students in 1975. This program will be expanded in 1975.

10. NYC -- Participation in this program was listed in several ways under the heading "Other". The programs are all under the Industrial Relations Board as a "Comprehensive Employment Training Program". Two thousand and five hundred twenty-seven (2,527) youth worked during the regular term, eleven thousand seven hundred twenty-eight (11,728) worked during the summer and eighty were involved in a Title I dropout program. The Title I coordinators worked closely with the CETP in cooperative plans for supplying work-training and night classes. In some LEA's the trainees worked as library trainees, reading center assistants and aides.

11. USDA Food Program -- The food program provided breakfast programs for 325 schools, lunch programs in thirteen hundred twenty-five schools (all public schools except three) and food for the breakfast and lunch programs conducted for the summer migrant programs. This has been very helpful in providing meals for the Title I children who are economically deprived. Title I funds were then used for other needs of the disadvantaged children.

12. Six LEA's participated in the Alabama Career Opportunities Program Consortium. The participants which served as paraprofessional aides in Title I programs had intensive training in the use and operation of media. The aides in the program who were paid from Title I funds were from Pike, Mobile, Macon and Wilcox Counties and from Huntsville City. Those in the program from Jefferson County were paid through a Concentrated Employment Program. The linkage among the various programs caused each program to be more effective. Other projects linked to COP in Alabama included Headstart, Follow Through, VISTA, Migrant Workers and in the Emergency School Assistance Aid program. (See Teacher Training for additional information).

## VI. NON-PUBLIC SCHOOL PARTICIPATION

A. Did non-public schools participate in Title I? Yes 12 No 113

B. If private school children participated in your Title I project check types of project.

12 1. During regular school year.

_____ 2. During regular school year and summer

1 3. Summer

12 4. On non-public school grounds

1 5. On public school grounds

_____ 6. Other

C. Write a brief summary of the participation. Be specific about what was done.

Seven of the LEA's provided teachers during the regular term. One LEA provided seven teachers and seven aides for the non-public schools. Six others supplied a teacher on a part-time basis. In one LEA, the Title I eligible children were transported to a public school for one hour per day. This was not satisfactory, so the practice was stopped in November at the request of the non-public school.

When it was not feasible to supply a teacher, personnel from the LEA's helped the non-public school staff identify eligible children, plan and implement Title I activities. The LEA then provided supportive services such as nurses, testing, social workers and supervisors. They also provided some supplies, materials, and Title I in-service training.

VII. GENERAL EVALUATION OF THE PROJECT

Check the one statement that most appropriately describes the over-all evaluation of the impact of this project.

111 1. The project activities and services were designed to meet the educational needs of educationally deprived children, and were successful.

18 2. The project was successful, but the limited Title I funds available did not adequately fund the project.

_____ 3. The project had very little impact on raising the level of educational attainment of educationally deprived children participating in the program.

_____ 4. The project activities and services were not appropriate and are in need of revision.

_____ 5. The project activities and services helped all the children rather than focusing on educationally deprived children.

If you checked 3 or 4, write a brief explanation in the space below.

The LEA's who checked number two above were those who had funds reduced or were late receiving final funding. The uncertainty of funding, late allocations, etc. make long-range planning impossible. It may also result in unwise spending.

## VIII. CHANGES IN PROGRAM APPROVAL

General changes in program approval were due to more specific requirements and to added requirements. Before a project was approved each LEA was required to do the following.

1. Submit a revised assurance check sheet to which the following had been added:

    A. Assurance that comparability would be maintained.
    B. A record of the PAC meeting which involved the members in analyzing and assessing needs and in planning and developing the project.

2. Have an indirect cost plan approved beginning July or a letter from the superintendent stating that he would not collect indirect cost, but would operate within the regulations.

3. Prove the effectiveness of the FY 1973 program or submit definite plans for changes, such as concentrating activities and services more, training the teachers and supervising the program more thoroughly.

4. Submit justification for the purchase of equipment for use in specific programs.

5. Include in the calendar of events approximate dates for Advisory Council meetings.

## IX. OTHER TITLE I ACTIVITIES

In addition to the programs for disadvantaged children in the public and private schools, special programs were conducted in three state institutions for neglected and delinquent children and in three state penal institutions for eligible inmates.

Classes were also conducted in three institutions for handicapped children and in two mental institutions. Eight LEA's conducted programs for children of migrant workers. Special evaluation reports were written for those programs. The reports will be disseminated along with this report.

School systems which conducted migrant programs in FY 1974 were Baldwin, DeKalb, Jackson, St. Clair, Pike, Cullman, Geneva and Mobile.

Institutions for the neglected and delinquent were the Girls Training School, Alabama Boys Industrial School, and Alabama Industrial School. The penal institutions were Julia Tutwiler Prison for Women, J. F. Ingram State Vocational School and Atmore State Vocational School.

Institutions for the handicapped were Partlow State School and Hospital, Alabama Institution for the Deaf and Blind and Lurleen B. Wallace Developmental Center. The mental institutions were Bryce Hospital and Searcy Hospital.

## TEACHER TRAINING

Due to the uncertainty of funding and the late allocation of funds, many teachers who had been trained to work with Title I left the program. Many of the new teachers in the program were either near retirement age or were first year teachers. Therefore, much training was required. The first-year teacher-training program (in it's second year)* was very helpful in training and supervising some of the first year Title I teachers.

The requirement by the State Board of Education to plan and implement pre-service and in-service education and the requirement of Title I that the teachers have structured in-service training has resulted in much teacher-training activity. Title I training was done through workshops, inter-visitation and attendance of college classes.

The estimated amount of sixty-one thousand ($61,000) was spent during the regular term and twenty thousand ($20,000) during the summer from Title I funds. The 351 teachers who attended college classes during the regular session and 158 who attended college classes in the summer paid their own expenses except for $621.

The Title I mathematics, reading and evaluation consultants helped with in-service in as many LEA's as possible. An inter-visitation program was also sponsored by the state Title I staff. This project was reported in the dissemination section.

The checklists for reporting in-service and the areas of training are on the following pages. The figures are compiled from the LEA reports.

*The Continuous Professional Development Program which was begun in 1973 with the aid of SDE staff members, Auburn University and the University of Alabama in Birmingham expanded to include one hundred new teachers in the experimental group and one hundred in the control group for special study. Consultants from Auburn University work with two hundred eighty new teachers with no control group. Many of the new teachers receiving the special supervision and help are Title I teachers.

SYSTEM Alabama

STAFF DEVELOPMENT (USE OF TITLE I OR OTHER FUNDS FOR IN-SERVICE TRAINING OF TITLE I PERSONNEL)

REGULAR SESSION

| | No. Teachers | Other Educators | Teacher Aides | Title I Funds | Other Fund |
|---|---|---|---|---|---|
| *1. Attended College Classes | 235 | 21 | 41 | 347 | 2,362 |
| *2. Attended Local Classes for College Credit | 116 | 21 | 11 | 274 | 83 |
| 3. Workshops of Five (5) or More Hours | 1318 | 185 | 581 | 31,507 | |
| 4. Short Term Instruction | 830 | 95 | 404 | 14,875 | 142 |
| 5. Visits to Other Programs and Activities | 467 | 91 | 142 | 5,191 | 160 |
| 6. Special Teacher Aide Instruction | 333 | 37 | 572 | 8,483 | 107 |

* If stipends were paid for college classes, specify area of study

21 3 21

SUMMER SESSION

| | No. Teachers | Other Educators | Teacher Aides | Cost | Other Funds |
|---|---|---|---|---|---|
| 1. Attended College Classes | 116 | 7 | 35 | | 984 |
| 2. Attended Local Classes for College Credit | 42 | 5 | 6 | | 709 |
| 3. Workshops of Five (5) or More Hours | 612 | 45 | 219 | 18,765 | |
| 4. Short Term Instruction | 644 | 32 | 108 | 848 | |
| 5. Visits to Other Divisions and Activities | 40 | 10 | | | |
| 6. Special Teacher Aide Instruction | 105 | 12 | 225 | 264 | |

If stipends were paid for college classes, specify area of study

SYSTEM Alabama

MAJOR SUBJECTS OR SERVICES IN WHICH TRAINING WAS RECEIVED

| Subject or Area of Service | Number of Teachers and Other Educators | |
|---|---|---|
| | Regular Session | Summer Session |
| Guidance | 52 | 2 |
| Reading and Language Arts | 1249.5 | 958 |
| Kindergarten | 214 | 179 |
| Mathematics | 550.5 | 522 |
| Elementary Education | 300 | 406 |
| Secondary Education | 36 | 23 |
| Special Education for Handicapped | 60 | 78 |
| Speech Therapy | 24 | 91 |
| Health Services | 279 | 144 |
| School Social Work | 31 | 4 |
| Attendance Services | 243 | 58 |
| Library Services | 7 | 75 |
| Social Studies and Science | 36 | 59 |
| Natural Science | 1 | 2 |
| Writing Objectives | 615 | 277 |
| Individualized Instruction | 900 | 313 |
| Diagnosing Children's Needs | 988 | 402 |
| Writing Curriculum Guides | 202 | 90 |
| Supervision | 2 | 2 |
| Administration | | 1 |
| Research and Evaluation | 1 | |
| Career Education | | 1 |
| Music | 1 | |
| Psychology | 1 | |

SAMPLE

ATTACHMENT - In-Service Training for Staff

| DATE | NUMBER OF HOURS | NATURE OF TRAINING |
|---|---|---|
| August 20-24 | 30 | Reading Workshop - Dr. Ronald Noland, Auburn University |
| September 12 | | Orientation - Organization of Title I Program |
| September 19 | 1 | Testing Orientation |
| October 4 | 1 | Pre-test - Administration, Scoring, and Reporting Scores |
| October 9 | 2 | Demonstration of Alpha Time and Fountain Valley Reading Support System - Mr. Jimmy Roberts - E & S Associates |
| October 17 | 2 | Coordination of Health Services with Title I Program (3 Health Nurses) |
| October 25 | 2 | Demonstration of the Webster International Tutorial System on the Right To Read - Mr. Barfield, Consultant |
| October 30 | 2 | Reporting To Parents |
| November 8 | 5 | SDE Comparability (Coordinator) |
| November 13 | 2 | Demonstration, Sullivan Reading Program, Don Prater, Consultant |
| December 5 | 1 | Relation of Title I and School: Attendance and Parent Involvement |
| January 23 | 5 | SDE Program Planning (Coordinator) |
| January 29 | 2 | Title I Funding - Plans for Summer School - Revisions in plans for regular year due to release of impounded monies |
| February 5 | 1 | Teacher Aide Workshop (teacher aides only) |
| February 12 | 1 | Teacher Aide Workshop (teachers only) |

| DATE | NUMBER OF HOURS | NATURE OF TRAINING |
|---|---|---|
| February 19 | 2 | Teacher Aide Workshop (teachers and teacher aides) Demonstration, Project "Life" and Learning with Laughter, Mr. Boyle, Consultant |
| February 21 | 2 | Demonstration, Alpha Time, Alpha One, Mr. Traynor, Consultant, NDE |
| February 27 | 1 | Demonstration and utilization of new filmstrip/cassette projectors |
| April 10 | 2 | Plan post-testing schedule, and evaluation reports and procedures |
| April - May | 50 | EED 461X, Practice Teaching of Reading, Auburn University, Dr. Ronald Noland, Professor |
| May 2 | 1 | Post-testing schedule, procedures, and annual evaluation |
| May 27 | 2 | Evaluation of the Title I Program, Planning 1974-75 Title I Program |

SAMPLE

EVALUATION - IN-SERVICE PROGRAM

Pre- In-Service - August 28, 1973, Title I personnel, Superintendent, Principals and Coordinator.

1972-73 evaluation report - reviewed and copies provided
1973-74 Project - copies provided.

Project Objectives - Title I teachers helped write objectives in May, 1973.

Narrative - (Plans to meet objectives) - Discussed ways and plans to meet project objectives. Teachers wrote specific objectives to reach project objectives.

Administrative Review - Check sheet discussed and explained.

Evaluation Review - Check sheet discussed and explained.

Preview of Films - nouns, verbs, adjectives - Title I personnel reported new ways were learned and used to reinforce parts of speech with children in the reading centers.

Pre-School Institute - August 29 & 30, 1973 - (working in respective schools). This time was used by Title I reading teachers and teacher aides to organize the reading program in their respective schools and to meet with the classroom teachers and principal.

Planning Period - each day (teacher, aides, and classroom teachers) gave reading teachers, aides and classroom teachers an opportunity to plan once a week for the needs of each child in the reading center. Reading teachers and aides had a planning period each day.

Alabama Reading Conference - September - Title I reading teachers and coordinator attended the ARA Conference. All were inspired by speakers. Teachers brought new ideas back to the reading classes gleaned from the group sessions.

October In-Service - Parent Councils and parent workshops were planned. Shared ideas on materials to be used in workshops.

November In-Service - (Reading Consultant couldn't come*.) Discussed Career education materials. Professional books and magazines discussed. Due to unavoidable circumstance, the State Title I Reading Consultant could not come. Teachers and aides learned ways to reinforce career units taught in the classroom. Selected books and magazines for professional group.

November - Administrative Review - Mr. C. M. Youngblood, Assistant State Title I Coordinator. Mr. Youngblood commended the system for a "Title I program planned and implemented to meet the needs for which it was intended." He also made helpful suggestions.

January In-Service - Viewed slides of parent workshop. Evaluation forms were discussed. Enjoyed seeing slides of all 3 workshops. New teachers oriented to Title I program. Evaluation forms discussed - a necessary part of the program.

January - Two days were spent setting up new reading centers and working on additional aides' schedules. Necessary and time well spent.

January - Visit to EBSCO and school to see Hoffman program in action. Interesting and informative.

February - Hoffman consultant met with teachers and aides and assisted them in effective ways to use additional Hoffman material and Diagnostic tests.

February In-Service - Planned AEA exhibit and Parent Evaluation sheets. (Reading Consultant couldn't come.*) Planned AEA exhibit on Parental Involvement. Teachers and aides volunteered to spend time at the AEA booth and to enlist parents to go with them.

February Reading Workshop - (American Book Company) - Consultant was excellent. All benefited from workshop.

May In-Service - Teacher self-improvement. - System In-service program discussed. Each teacher turned in self-improvement plan. Teachers were pleased to be given the opportunity to select areas they need help in.

May - Test review - Mrs. Thelma M. Smith, Elementary Guidance Counselor, met with Title I teachers and classroom teachers to review test results on each grade level and in each respective school.

May 30, 1974 - Title I test results and 1974 project objectives discussed. Title I personnel met with the Coordinator. Test results and 1974 project objectives were discussed. Changes in 1974-75 project objectives were recommended by the Title I teachers. Evaluation reports for the 1973-74 year were checked and turned in to the coordinator. Teachers and aides were commended for the good job done and the progress the children had made.

* Although Mr. Mitchell, Title I Reading Consultant, could not be with us for our regular scheduled in-service meetings, he attended the Parent Workshop at Main Avenue Elementary School and talked to the Title I Parents. He visited our Title I Reading Centers on another occasion, observed our program and gave helpful suggestions to teachers and aides.

## XI. PARENT AND COMMUNITY INVOLVEMENT

LEA Title I coordinators made a special effort in 1974 to involve the parents of participants in the Title I program. Some LEA's organized parent committees for each school. The LEA's which reported the most success were enthusiastic about the possibilities through effective communications with parents. They foresee better public relations, assistance in identification of social, academic or physical problems; fewer absentees and dropouts, future tax support (local); happier, more successful children; and even aid during the day through employment or voluntary work.

Many methods were used to involve parents. The ones most often reported were:

1. Organizing local parent committees, getting parents into the schools by means of student programs, coffee hours, special student demonstrations, home-making classes, using parents for chaperons on trips, and using parents for aides.

2. Reaching the parents in the home by use of educational television with children on programs, use of radio programs, sending publications to them and by visitation of teachers, visiting teachers, social workers, school nurses, counselors, etc.

3. By really showing the parents that they were needed and welcome.

Other members of the community were involved by some of the methods listed above and by enlisting their help in the programs. Business leaders of various industries or vocations of interest spoke to classes and/or arranged for classes to visit the business site. In some instances, the talks and/or demonstrations were video-taped for use by other classes or future classes. The community members were also involved in community-wide school projects and through the dissemination of materials.

## XII. ADVISORY COMMITTEES

The LEA's kept records of the advisory committee meetings. These records contained the dates meetings were held, the location, the names of the parents attending and minutes of the meetings. The assurance checksheet which must accompany the application verifies that the PAC had met before the final writing of the application. The SEA consultants checked the item concerning the involvement of the PAC very carefully when making administrative reviews.

Compiled reports of the PAC meetings and local parent committees follow. This was the first time the LEA's were required to fill in the form so there may have been many interpretations of what was wanted.

SYSTEM Alabama

ADVISORY COUNCIL REPORT
(System wide)

| NUMBER | |
|---|---|
| 1706 | People who participated on Parent Advisory Council. |
| 1349 | Were parents of public school students. |
| 24 | Were parents of nonpublic school students. |
| 178 | Were not parents of school age children. |
| 1182 | Were parents of Title I children. |
| 7 | Were parents of nonpublic school students in the Title I Program. |
| 222 | Were employed by the Board of Education. |
| 46 | Other (specify). |

| What were the duties of the Parent's Advisory Committee? (Mark all that apply). | YES | NO |
|---|---|---|
| 1. Supplied information on parents views of educational needs | 115 | 0 |
| 2. Participated in the development of Title I program | 109 | 4 |
| 3. Reviewed Title I applications for current fiscal year | 114 | 1 |
| 4. Made recommendations concerning the Title I programs | 111 | 2 |
| 5. Participated in Title I program evaluations | 91 | 13 |
| 6. Other duties, specify | 29 | 3 |

SYSTEM _____

ADVISORY COUNCIL REPORT
(Local)

NUMBER

| | |
|---|---|
| 2,740 | People who participated on Parent Advisory Council. |
| 2,178 | Were parents of public school students. |
| 21 | Were parents of nonpublic school students. |
| 129 | Were not parents of school age children. |
| 2,216 | Were parents of Title I children. |
| 24 | Were parents of non-public school students in the Title I Program. |
| 338 | Were employed by the Board of Education. |
| 172 | Other (specify) |

| What were the duties of the Parent's Advisory Committee? (Mark all that apply). | YES | NO |
|---|---|---|
| 1. Supplied information on parents views of educational needs | 63 | 0 |
| 2. Participated in the development of Title I program. | 50 | 14 |
| 3. Reviewed Title I applications for current fiscal year. | 52 | 14 |
| 4. Made recommendations concerning the Title I programs | 61 | 1 |
| 5. Participated in Title I program evaluations | 47 | 11 |
| 6. Other duties, specify | 17 | 2 |

SYSTEM ALABAMA

XIII. NUMBER OF YEARS (REGULAR SESSION) PARTICIPANTS HAVE BEEN IN TITLE I PROGRAM BEFORE 1974.

NUMBER OF PARTICIPANTS

| GRADE LEVEL | NONE | ONE YEAR | TWO YEARS | THREE YEARS | FOUR YEARS | FIVE YEARS |
|---|---|---|---|---|---|---|
| KINDER-GARTEN | 4,100 | 8 | 0 | 0 | 0 | 0 |
| ONE | 12,640 | 2,471 | 106 | 4 | 0 | 0 |
| TWO | 7,922 | 8,131 | 1,508 | 51 | 0 | 0 |
| THREE | 6,081 | 5,752 | 4,791 | 591 | 11 | 0 |
| FOUR | 5,127 | 4,170 | 3,429 | 2,141 | 294 | 2 |
| FIVE | 3,877 | 4,035 | 3,133 | 1,692 | 759 | 138 |
| SIX | 3,761 | 3,344 | 2,976 | 1,436 | 559 | 402 |
| SEVEN | 2,151 | 1,787 | 1,158 | 512 | 173 | 108 |
| EIGHT | 1,552 | 942 | 806 | 354 | 147 | 92 |
| NINE | 1,173 | 748 | 464 | 237 | 101 | 79 |
| TEN | 306 | 216 | 158 | 41 | 8 | 4 |
| ELEVEN | 51 | 54 | 62 | 23 | 8 | 5 |
| TWELVE | 36 | 33 | 25 | 21 | 7 | 3 |

This form was added in an attempt to ascertain if children were "stuck" in Title I classes and to cause LEA's to take a look at the effectiveness of their programs. Instructions were to put the FY 74 participants who had not been in the program until the FY 73-74 in the "none" column and to list the others in the appropriate columns. The instructions were not clear; so many of those in for the first year may be listed under "One Year". Some of those listed as being in for several years were eligible for educable mentally retarded classes. Some had attended preschool classes and were still immature. Some had been in a "Distar" program for three years.

The validity of this page is doubtful, but the LEA presentation of an analysis of the evaluation results to the local Board of Education and the PAC will cause some thinking and a second look at the programs.

XIV. Summary of Title I Programs

A. Preschool: Thirty-four LEA's had preschool under Title I during the regular term for 9 months. The participants were tentatively identified by Headstart records, economic status, records of siblings who had been unsuccessful in school, immaturity, etc. Then, each of the prospecitive participants was tested. The tests used were Metropolitan Readiness, Murphy-Durrell, Peabody Picture Vocabulary, Draw-A-Man, Yang Ho Behavior Maturity Scale, Harrison-Stroud Reading Readiness Profiles, Scott Foresman Initial Survey Test, Lee-Clark Readiness, Boehm Test of Basic Skills and California Test of Basic Experiences.

The children who rated below the fiftieth percentile or the fifth stanine were selected first with others up to the sixtieth percentile being accepted on a space available basis. Some LEA's gave only the general concepts or language part of the tests to identify the children and gave the other parts after they were in the program. The programs were reported as successful. Since some reported in raw scores, others in stanines and others in percentiles, an average score was not available for all. The scores which could be grouped are in the section on testing.

B. Elementary: The elementary programs consisted of reading in 124 of the participating LEA's reading and math in sixty-seven LEA's and of 73 special education classes.

Two LEA's called their programs basic skills and communication skills (rather than reading and mathematics) which included language arts and other skills needed. One small LEA used the Title I allocation for a preschool program. Test scores are in the section on testing.

Services consisted of teacher aides, social services, counseling and testing, health services, psychological, etc. These services helped to involve parents and to reduce absenteeism.

C. Secondary: Reading and mathematics were the main instructional activities conducted in secondary grades for eligible Title I participants. The activities were more concentrated in the junior high school grades (7-9). Supportive services included teacher aides, social services, counseling and testing, health services (medical and dental) and psychological services when needed. One LEA had night classes in all academic areas in a dropout program.

PART II PROGRAM EFFECTIVENESS

THE TESTING PROGRAM

The State sponsors and supervises, through the guidance consultants, achievement and mental maturity tests for all fourth, eighth and tenth grade pupils. The answer sheets are sent to the State Department of Education for grading and processing. A large print-out and individual results are returned to the schools where students are counseled concerning strengths and weaknesses, helped with planning the remainder of their high school careers and helped to develop plans for the future. Other test experiences are gained through taking interest inventory and special ability tests, PSAT, National Merit, GABT, ACT, etc.

In FY 74, members of the Student Personnel Services staff in the SDE and of the Title I staff held four area meetings to train LEA personnel, administrators, supervisors, coordinators and counselors in the use of the achievement test used in the state testing program (California) to diagnose and plan school programs for FY 74-75. It was proposed that each LEA superintendent use the personnel trained at these meetings to hold similar workshops for reading and math teachers in his school system before the end of the year. Ninety-three of the LEA's held the training workshops. The fourth grade students were tested in the spring and will be tested in the spring of 1975 to evaluate the success of the endeavor.

Specific means of identifying needs through the use of the tests and of using the information to plan appropriate instructional programs will be the theme of the 1975 training which will be reported in the 1975 annual report.

Title I participants were given an achievement test. Some systems gave a test in the fall and in the spring. Others used the post tests in the spring of 1973 and gave the same children a post test in the spring of 1974. Children were given an achievement test and taken from the Title I program if needs had been met. Other children were admitted to the program when needs arose. Each LEA did interim testing on a sampling basis.

The tests most often used were California Tests of Basic Skills, Metropolitan Achievement Tests, Stanford Achievement Tests, SRA Achievement Tests, Gates-McGinitie Reading Tests and Iowa Silent Reading Tests. First grade participants were given a readiness test and a post test. Those children who repeated the first grade were given achievement tests. The preschool children were given pre and post tests to identify, diagnose and evaluate progress.

When test scores did not show as much progress as was expected, the LEA coordinator was required to analyze the problem and make whatever changes were indicated before the FY 75 project was approved.

On pages 40 - 43 the test scores were obtained by listing and averaging the scores by grades for each of the tests used most often. Scores from several other tests which were used by one or two LEA's are not included, but they are used in the SEA work with LEA's.

The average gain for 1974 was over one year. The SEA attributes the improvement to teacher-training in diagnosing needs and planning procedures to meet the needs, to the requiring of more monitoring on the part of LEA coordinators and better in-service training.

The scores of the children in Title I special education classes were not included in the reported test scores. Test scores for those children who were in the program for less than nine months are not included. In some instances children made as much as four years gain. Once their problems were identified and help was given, they were able to go ahead without special help.

In Alabama students who have the greatest need for compensatory education are selected first for participation in the Title I programs. Some of these are more than one year below grade level in the upper grades and all are below grade level in the lower grades. After these children who have the greatest needs are chosen, others who need help may be admitted to the program. All participants are functioning below grade level. With this variation, it is safe to assume that the participants have not made over seven months progress as an average. Thus a maximum of .7 months per month is used as the baseline for comparing performance for children receiving compensatory services.

Of the 70,487 Title I children in the reading program for nine months, in grades one through nine who took pre and post tests, 26.24% made over 1.5 year's gain, 50.92% made over one year's gain and 70.60% made over seven months gain. This indicates that 70.60% of the students made more progress than could have been expected without the special services. This is reported on page 38.

Of the 27,176 Title I children who participated in the mathematics programs for nine months in grades two through nine, 28.08% made over 1.5 years progress, 56.04% made over one year's progress and 76.27% made over seven months progress. This indicates that 76.27% of the participants made more progress than could have been expected without the special services. This is reported on page 39.

## KINDERGARTEN TEST RESULTS

| NAME OF TEST | Number of Students | Date Pretest | Stanine | Percentile | Date Post Test | Stanine | Percentile |
|---|---|---|---|---|---|---|---|
| Stanford Early Achievement | 345 | 9/73 | 3.5 | 32.2 | 5/74 | 4.2 | 37.0 |
| Test of Basic Experience | 1372 | 9/73 | | 29.7 | 5/74 | | 67.5 |
| Peabody Picture Vocabulary | 141 | 9/73 | | 23. | 5/74 | | 66. |
| Metropolitan Readiness | 276 | 9/73 | | 26.5 | 5/74 | | 66. |
| Lee-Clark Readiness | 201 | 9/73 | | 26. | 5/74 | | 55. |
| Inventory of Readiness Skills | 87 | 9/73 | | 31. | 5/74 | | 87. |

The percentile scores above are rough averages of the scores which were submitted in various forms.

READING ACHIEVEMENT GAINS OF ESEA
TITLE I, PUBLIC SCHOOL STUDENTS
BY GRADE LEVEL, 1973 - 74

| Grade Level | Number of students | Percent of students, by month's growth | | | |
|---|---|---|---|---|---|
| | | Substantial 1.5+ | Moderate 1.0 to 1.4 | Moderate 0.7 to 0.9 | Little or None 0.6 or less |
| One | 9331 | 2972 | 2653 | 1998 | 1708 |
| Two | 14068 | 3366 | 4001 | 2758 | 3943 |
| Three | 12936 | 3166 | 3316 | 2415 | 4039 |
| Four | 10483 | 2445 | 2332 | 2111 | 3595 |
| Five | 8895 | 2546 | 1968 | 1681 | 2700 |
| Six | 8048 | 2129 | 1720 | 1487 | 2712 |
| Seven | 3435 | 884 | 693 | 754 | 1104 |
| Eight | 2014 | 565 | 479 | 441 | 529 |
| Nine | 962 | 288 | 183 | 184 | 307 |
| Ten | 115 | 56 | 24 | 12 | 23 |
| Eleven | 101 | 44 | 9 | 13 | 35 |
| Twelve | 99 | 33 | 20 | 16 | 30 |
| Total | 70,487 | 18,494 | 17,398 | 13,870 | 20,725 |
| Percent | | 26.24 | 24.68 | 19.68 | 29.40 |

This page is for those who participated for nine months.

MATHEMATICS ACHIEVEMENT GAINS OF ESEA
TITLE I, PUBLIC SCHOOL STUDENTS
BY GRADE LEVEL, 1973 - 74

| Grade Level | Number of students | Percent of students, by month's growth | | | |
|---|---|---|---|---|---|
| | | Substantial 1.5+ | Moderate 1.0 to 1.4 | Moderate 0.7 to 0.9 | Little or None 0.6 or less |
| One | 3305 | 1104 | 1044 | 638 | 519 |
| Two | 4575 | 1223 | 1429 | 928 | 995 |
| Three | 4764 | 1474 | 1430 | 940 | 920 |
| Four | 4070 | 1108 | 1077 | 824 | 1061 |
| Five | 3836 | 936 | 933 | 822 | 1145 |
| Six | 3423 | 858 | 939 | 673 | 953 |
| Seven | 1533 | 426 | 330 | 321 | 456 |
| Eight | 1166 | 326 | 291 | 268 | 281 |
| Nine | 312 | 93 | 81 | 64 | 74 |
| Ten | 117 | 44 | 30 | 10 | 33 |
| Eleven | 45 | 30 | 10 | 3 | 2 |
| Twelve | 30 | 10 | 4 | 6 | 10 |
| Total | 27,176 | 7632 | 7598 | 5497 | 6449 |
| Percent | | 28.08 | 27.96 | 20.23 | 23.73 |

This page is for those who participated for nine months.

# R E A D I N G

| GRADE | NUMBER OF STUDENTS | PRE | POST | GAIN |
|---|---|---|---|---|
| CALIFORNIA TEST | | | | |
| 1 | 5,845 | | *1.4 | |
| 2 | 9,806 | 1.05 | 2.09 | 1.04 |
| 3 | 9,693 | 1.75 | 2.74 | .99 |
| 4 | 7,981 | 2.32 | 3.19 | .87 |
| 5 | 6,856 | 2.94 | 3.97 | 1.03 |
| 6 | 6,317 | 3.57 | 4.52 | .95 |
| 7 | 1,901 | 4.20 | 5.15 | .95 |
| 8 | 1,309 | 4.68 | 5.70 | 1.02 |
| GATES-McGINITIE TEST | | | | |
| 1 | 2,595 | | *1.66 | |
| 2 | 2,512 | 1.27 | 2.27 | 1.00 |
| 3 | 1,906 | 1.82 | 2.88 | 1.06 |
| 4 | 1,100 | 2.53 | 3.71 | 1.18 |
| 5 | 1,179 | 3.19 | 4.23 | 1.04 |
| 6 | 934 | 3.96 | 4.94 | .98 |
| 7 | 838 | 4.34 | 6.26 | 1.92 |
| 8 | 239 | 4.50 | 6.23 | 1.73 |

*Many of the first grade participants took pre and post tests which did not give grade placement scores. Others took a readiness test for identification and a post test which yielded grade placement scores. Only those post test scores are reported. The other scores (stanines, raw scores, percentiles, etc.) are on file.

# READING

| GRADE | NUMBER OF STUDENTS | PRE | POST | GAIN |
|---|---|---|---|---|
| STANFORD TEST | | | | |
| 1 | 636 | | 1.60 | 1.60 |
| 2 | 739 | 1.49 | 2.34 | .85 |
| 3 | 722 | 2.04 | 3.00 | .96 |
| 4 | 545 | 2.70 | 3.51 | .81 |
| 5 | 419 | 3.19 | 4.33 | 1.14 |
| 6 | 366 | 3.90 | 4.87 | .97 |
| 7 | 395 | 4.80 | 5.68 | .88 |
| 8 | 242 | 5.63 | 6.47 | .84 |
| SRA ACHIEVEMENT TEST | | | | |
| 1 | 721 | | 1.68 | 1.68 |
| 2 | 626 | 1.22 | 2.60 | 1.38 |
| 3 | 549 | 2.18 | 3.40 | 1.22 |
| 4 | 479 | 2.90 | 3.75 | .85 |
| 5 | 443 | 3.45 | 4.50 | 1.05 |
| 6 | 408 | 4.35 | 5.23 | .88 |
| METROPOLITAN TEST | | | | |
| 1 | 475 | | 1.71 | 1.71 |
| 2 | 772 | 1.48 | 2.21 | .73 |
| 3 | 554 | 1.94 | 2.67 | .73 |
| 4 | 518 | 2.50 | 3.37 | .87 |
| 5 | 509 | 2.90 | 3.95 | 1.05 |
| 6 | 377 | 3.86 | 4.76 | .90 |
| 7 | 115 | 2.8 | 3.7 | .90 |
| 8 | 85 | 3.6 | 4.3 | .70 |

## M A T H

| GRADE | NUMBER OF STUDENTS | PRE | POST | GAIN |
|---|---|---|---|---|
| CALIFORNIA TEST | | | | |
| 1 | 2,876 | | *1.43 | |
| 2 | 4,880 | 1.12 | 2.17 | 1.05 |
| 3 | 4,731 | 1,89 | 3.04 | 1.15 |
| 4 | 4,124 | 2.61 | 3.57 | .96 |
| 5 | 4,241 | 3.31 | 4.29 | .98 |
| 6 | 4,024 | 4.03 | 5.03 | 1.00 |
| 7 | 1,209 | 4.98 | 5.98 | 1.00 |
| 8 | 958 | 5.61 | 6.57 | .96 |
| STANFORD TEST | | | | |
| 1 | 240 | | *1.47 | |
| 2 | 274 | 1.45 | 2.20 | .75 |
| 3 | 272 | 2.00 | 2.97 | .97 |
| 4 | 274 | 2.82 | 3.68 | .86 |
| 5 | 245 | 3.66 | 4.58 | .92 |
| 6 | 164 | 4.78 | 5.55 | .77 |
| 7 | 177 | 5.93 | 6.63 | .70 |
| 8 | 170 | 6.50 | 7.05 | .55 |

*Many of the first grade participants took pre and post tests which did not give grade placement scores. Others took a readiness test for identification and a post test which yielded grade placement scores. Only those post test scores are reported. The other scores (stanines, raw scores, percentiles, etc.) are on file.

## M A T H

| GRADE | NUMBER OF STUDENTS | PRE | POST | GAIN |
|---|---|---|---|---|
| METROPOLITAN TEST | | | | |
| 1 | 95 | | *1.7 | |
| 2 | 233 | 1.43 | 2.53 | 1.10 |
| 3 | 128 | 2.20 | 3.15 | .95 |
| 4 | 541 | 2.90 | 4.20 | 1.30 |
| 5 | 514 | 3.65 | 4.75 | 1.10 |
| 6 | 433 | 4.37 | 5.37 | 1.00 |
| 7 | 19 | 4.00 | 5.00 | 1.00 |
| SRA ACHIEVEMENT TEST | | | | |
| 1 | 193 | | *1.8 | |
| 2 | 242 | 1.40 | 2.75 | 1.35 |
| 3 | 270 | 2.20 | 3.05 | .85 |
| 4 | 277 | 2.65 | 3.80 | 1.15 |
| 5 | 245 | 3.55 | 4.95 | 1.40 |
| 6 | 182 | 4.25 | 5.10 | .85 |

*Many of the first grade participants took pre and post tests which did not give grade placement scores. Others took a readiness test for identification and a post test which yielded grade placement scores. Only those post test scores are reported. The other scores (stanines, raw scores, percentiles, etc.) are on file.

PART III

SPECIAL REPORTS

Included in the 1974 FY Title I Evaluation Format were special outlines to be followed in writing reports on the following:

1. Each instructional activity
2. Each supportive service
3. Case studies in each of the areas
4. Teacher-teacher aide program
5. Parent and community involvement

It was suggested that the outlines be given to Title I teachers and supportive service staff at the beginning of the year so they could begin keeping notes on the procedures being used or child being studied. Each staff member was to write a case study. The LEA coordinator selected the ones to be included in the evaluation report as originally submitted by LEA's. (The names used in the case studies are fictitious.)

On the following pages are samples of the reading and mathematics reports and case studies in those areas, the teacher aide program and the parent and community involvement program.

Copies of the reports on supportive services and case studies done by the personnel in those areas are on file with the reports not used here.

Butler County

Evaluation of Pre-School Program

A. Butler County Board of Education

B. Mrs. Marjorie Maddox, Title I Director or Mrs. Georgia E. Lucas, Testing and Evaluation Supervisor, P. O. Box 160, Greenville, Alabama 36037, Phone: 382-2665.

C. Objective - The objective of the pre-school program is to provide the experiences necessary for educationally disadvantaged five year olds to acquire skills, attitudes, and concepts necessary for school readiness. Eighty percent of these children will advance one stanine on the Test of Basic Experiences published by CTB/McGraw Hill. Twenty percent will advance two stanines in experiences as measured by the same test.

D. Treatment - Fifteen teachers, in classes ranging from fifteen to twenty students, provided varied experiences for the pre-schoolers. Instructional activities were conducted in carpeted classrooms equipped with the latest in furniture, devices and materials available for kindergarteners. In addition, one building, which housed ten kindergarten classes, was air conditioned. To facilitate learning, activity centers were employed. These centers offered opportunities for the child to explore, manipulate, question and express ideas. They were also designed to provide experiences in seeing, hearing, touching, tasting and smelling. Additionally, they were used for making things, using the process of measuring and pouring, mixing, squeezing, dripping, washing, wiping, and others. Some of the activity centers included:

1. An arts and crafts center equipped with paints, paint brushes, crayons, scissors, paper, paste, modeling clay, templates, pencils, easels and many more.

2. The amusement or game center contained toys, puzzles, sponge balls, story sets, puppets, puppet theaters with dramatic plays, and other games such as jumbo dominoes.

3. The library center had appropriate books of the alphabet, turn the page, story boards, sequence stories and others. Students were also permitted to select appropriate books from the school's library.

4. The transportation center consisted of a collection of trucks, tractors, cars, push carts, and other mobile toys.

5. A homemaking center had simple household furniture and items such as chairs, tables, cabinets, dishes, sinks, dolls, telephones, ironing boards, and other household items.

6. The mathematics center was equipped with many counting devices of varying sizes and geometric shapes along with play money and scales.

7. A science center contained prisms, magnets, magnifying glasses, a collection of seeds, sea shells, insects, flowers, models of farm and zoo animals, live pets (furnished by parents, students and teachers), and others.

Flexible scheduling allowed these and other centers of interest to be used when needed throughout the school year.

Equipment such as filmstrips projectors, overhead projectors, movie projectors, tape recorders, Dukane Micromatic projectors, cassette recorders, language masters, audio-visual materials were used. Teachers used the Daily Sensorimotor Training Activities Handbook, Economy Keys, Open Court and other series as instructional guides.

The students were given opportunities to retell stories in sequence that had been told and read to them. Some of them made visits to the library, principal's office and other classrooms, while others went on bird watching or nature excursions, and a tour of their campus or a visit to the school they will be attending next year when they become first graders. Almost all of them participated in special programs presented for special occasions or at PTA meetings where parents were involved. The kindergarteners were encouraged to talk about everything they saw, heard, did, felt or thought. The trips and diverse activities were used to increase the vocabulary and expand common experiences, and were reinforced by experience charts and creative dramatics. They colored with crayons, painted with tempera and finger paints, manipulated clay, listened to suitable records, cassette tapes, a piano, and learned simple songs. These pupils played with rhythm band instruments, learned to move and keep time with music, learned to jump, skip, run, jump rope and acted out stories. They also learned to listen and follow simple directions. Activities were designed so that every child could experience success each day. Many strategies were exerted by teachers to help improve the self-concept of each pre-schooler and to let him know that he was accepted as being an important person. One of these was the celebrating of each child's birthday with a party in the classroom.

The testing and evaluation supervisor assisted teachers with student assessment and with planning for individualized and group instruction. The program was coordinated by the project director.

Fifteen student nurses from the Stabler Licensed Practical Nursing School assisted by making audio and visual examinations for screening purposes. Referrals were made of students with sight and hearing problems. Those needing glasses, who are unable to pay for them, were furnished them by other community agencies.

Eligible students received lunches through the needy lunch program. A breakfast was also provided each day for eligible children at one school.

Activities were provided so as to improve motor coordination and physical fitness. Balance beams, water tables, saw horses, sand tables, climbers with slides and others were used to enhance learning. Students also learned how to get along with other children by taking turns in leading as well as following.

Butler County

Students attended classes from six to six and one-half hours a day; five days a week, for thirty-six weeks.

E. Participants - Eligible boys and girls who were five on or before October 1 were included in the program. Almost all of these participants were from low-income families and indicated a need to be included in the program as ascertained by test results from the Test of Basic Experiences (TOBE) administered in September. The average stanine for this group was two. Many of them displayed behaviors of being maladjusted socially and emotionally and had poorly developed concepts of space and time. Several of them were deficient in experiences essential for vocabulary development.

The fifteen teachers were qualified instructors who devoted the entire day to working with the same group of students. To augment their training these teachers attended in-service meetings and workshops.

F. Related Component - Parents functioned in various ways to help broaden the program. Some of them participated in such activities as making costumes or assisting in getting students dressed for special programs, serving as volunteers to help in the instructional program, supplying seeds, serving as chaperons or resource person, attending programs in which their children participated, furnishing refreshments for birthday parties and for other occasions. Some of them served on the school or county advisory committee. One parent made and donated seventeen rhythm band instruments to one kindergarten center.

Teacher-aides performed an in-valuable service by relieving teachers from non-professional tasks thus allowing them time to teach.

These aides and professional staff were engaged in structured workshops and/or in-service training education during the scholastic year. In addition, each teacher and aide participated each day in a planning session for the next day's activities.

G. Effectiveness - The effectiveness of this activity was measured on the basis of pre and post testing of the Test of Basic Experiences (TOBE).

The results are listed below:

| Mathematics | | Language | | Science | | Social Studies | | Average | |
|---|---|---|---|---|---|---|---|---|---|
| Stanine | | Stanine | | Stanine | | Stanine | | Stanine | |
| Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| 4 | 6 | 4 | 6 | 4 | 6 | 4 | 6 | 4 | 6 |

53

These results showed an increase of two stanines. Of the 245 students who were administered the test in September and again in May, 240 or

ninety-eight percent increased their level of performance one or more stanines. One or less than one-half percent advanced six stanines, seven or three percent advanced five stanines, thirty-five or fourteen percent advanced four stanines, seventy-eight or thirty-two percent achieved three stanines, eighty-four or thirty-four percent improved two stanines and thirty-five or fourteen percent advanced one stanine. One or less than one-half percent showed improvement in three concept areas of the test, two or one percent made improvement in two areas, while two or one percent showed little or no progress.

The evaluation of these pupils by teachers in the affective domain indicated that at the beginning of the year ten percent rated good, twenty-nine percent average, forty-one percent fair, and twenty percent poor. At the end of the year the rating had changed to fifty-four percent good, thirty-six percent average, nine percent fair and none of them had a poor rating.

The test data reflected that we exceeded our objective which is evidence that this program was effective.

PRE SCHOOL - KINDERGARTEN COMPONENT

A. Birmingham Public Schools

B. Margaret Loranz, Supervisor, Special Programs, Guidance Department
323-8521, Extension 245
Birmingham Board of Education, 2015 7th Avenue, North 35203

Katie Lee Thompson, Supervisor, Primary and Reading
323-8521, Extension 227
Birmingham Board of Education, 2015 7th Avenue, North 35203

C. The overall objective of the Kindergarten program is to give 5 year old children with limited background the kinds of experiences that they have missed and which had they had them, would have provided the structure and readiness for learning which should assure a reasonable degree of success in the formal academic setting.

SPECIFIC OBJECTIVES: As a result of having been enrolled in the Kindergarten program and having received
(1) stimulation and exposure to growth producing experiences leading to academic readiness, 65% of the Title I Kindergarten pupils with I.Q.s of 90 and above will make scores in May on the Stanford Early School Achievement Test (SESAT) which will fall 2 stanines above the October stanine (using Kindergarten norms in October and first grade norms in May).
(2) training and practice in social interaction and in visual motor perceptual skills, 75% of the Title I Kindergarten pupils who were unable to handle the tasks in September will complete these tasks successfully in May as shown by their responses to pre and post administration of a locally developed Inventory of Readiness Skills.
(3) training and experience in language communication and other readiness skills, 75% of the Title I Kindergarten pupils with mental ages of not less than 5-0 as of September 1973 (on Binet) will be ready for first grade in September 1974 as measured by scores on the Metropolitan Readiness Tests administered in May 1974.
(4) personal attention and rewarding interaction between teacher, counselor, and child, fewer than 10% of the children will be described by teachers in May as possessing negative characteristics as checked by teachers on the pupil characteristic sheet.
(5) personal help and services that encourage regular attendance, the April and May 1974 attendance records of the Title I Kindergarten children will improve 3% as compared to the attendance records of October and November 1973.
(6) counseling services and personal help, 75% of the pupils with mental ages of 5-0 in September will be ready for school as measured by their responses to the Metropolitan Reading Test. The 25% who are "at risk" in terms of school success will have had additional help from the counselor in planning for appropriate placement for the coming year.
(7) a more individualized program due to the employment of teachers' aides, 75% of the Title I Kindergarten pupils with mental age of not less than 5-0 as of September 1973 (Binet) will be ready for first grade in September 1974 as measured by scores on the Metropolitan Readiness Test administered in May 1974.

(8) medical services, the attendance of the Title I Kindergarten pupils will be improved 3% as shown by comparing October-November attendance records with April-May attendance records.
(9) experiences made possible through transportation services provided by Title I, 75% of the Title I Kindergarten pupils with mental age of not less than 5-0 as of September 1973 (Binet) will be ready for first grade in September 1974 as measured by scores on the Metropolitan Readiness Test administered in May 1974.
(10) testing services which reveal children's experiences and readiness skills and from which a curriculum is devised to meet their needs, 75% of the Title I Kindergarten pupils with mental ages of not less than 5-0 as of September 1973 will be ready for first grade as measured by scores on the Metropolitan Readiness Test administered in May 1974.

D. TREATMENT: The twenty-five Kindergarten classes were located in 9 schools having one class each, 5 schools having two classes each and in two additional centers where 3 classes were housed.

Special materials which stimulate interest and aid the children in the maturation process are used extensively. Teaching methods which have proved to be successful in early childhood education are employed by the Kindergarten teacher who works under the direction of the Primary Supervisor. Experiences designed to help the pupils learn to listen, follow directions, relate experiences, and begin to form number concepts are provided and reinforced through spaced repetition. Rewards for small increments of progress are an integral part of the program. In addition to the instructional activities provided by the teacher, the elementary counselor enriches the program by introducing a variety of wholesome experiences during her frequent visits to the classroom. She often uses materials in the DUSO Kit (Developing Understanding of Self and Others) to help children achieve a better understanding of social and emotional behavior as it is organized around eight major themes.

1. Understanding and accepting self
2. Understanding feelings
3. Understanding others
4. Understanding independence
5. Understanding goals and purposeful behavior
6. Understanding mastery competence and resourcefulness
7. Understanding emotional maturity
8. Understanding choices and consequences

The counselor is also responsible for the administration of various kinds of tests from whose results she and the teacher spot children in need of various kinds of remediation or support. They also meet with parents and work individually with children who are experiencing emotional and adjustment problems. Their statistical report for the year shows that they administered 575 individual intelligence tests (525 Stanford Binet, 50 Slosson Intelligence Test), had 300 sessions with the total Kindergarten classes with whom they worked, 13 sessions with small groups, and 17 sessions with parent groups. They saw 48 children for special individual conferences and had 115 parent conferences.

Health services, including a survey of vision and hearing as well as referral to appropriate clinics and other medical facilities, are provided by the Title I nurse who keeps in close touch with the children in initial screening visits and follow up activities. The Title I visiting teacher visits the homes of children whose attendance is poor or who present problems in the classroom which may be related to home situations and where the intervention of a visiting teacher might provide solutions which would then enable the child to live in a more wholesome home environment.

A total of 545 pupils were enrolled in the program during the year. The average enrollment was 21.8. A certificated teacher and a teachers' aide staffed each class. Classes were in session during the regular school year. Boys and girls attended school approximately 6 hours a day, five days a week for a period of 36 weeks.

E. PARTICIPANTS: Participants are brothers and sisters of target children who have a history of experiencing failure in the academic setting, pre schoolers who live in the attendance area of high priority schools and those who live in Federal Housing projects and those who meet the low income index. They are five year old children who will not be eligible for first grade enrollment until a year from the time of their entry into Kindergarten and scored low on SESAT.

The average I.Q. (based on responses to the Stanford-Binet, Form L-M) of 482 Kindergarten pupils tested was 96. The percentage of 482 pupils falling in the I.Q. ranges below are as follows:

| Below 70 | 70-79 | 80-89 | 90-99 | 100-109 | 110-119 | 120 and above |
|---|---|---|---|---|---|---|
| 2.5% | 7.9% | 19.7% | 35.1% | 22.4% | 9.7% | 2.7% |

Of the 482 pupils on whom there are Binet I.Q. scores, 225 or 47% were boys and 257 or 53% were girls.

Teachers and counselors checking 29 children in 24 classes in September found that only 21% of them could give their correct address and only 26% their phone numbers. Forty-eight percent could tie a bow and 52% could count 13 pennies. About one half of the children already knew right from left and could identify both right and left hands and ears and eyes. Fifty percent could skip and 91% could walk a straight line. A surprisingly large number were already able to recognize colors and call them by their proper name. In general, the children appeared to be fairly well coordinated and few of them had observable handicaps. (A comparison of skills as of September and May for 429 pupils can be found in Table I.)

Each Kindergarten teacher does a case study of at least one child in her group. The samples which are attached show the in-depth understanding which the teacher has of the child after making this kind of study. (See Appendix)

The 25 Kindergarten teachers are all certificated teachers whose academic major was either Elementary Education or Early Childhood Education. A competent teacher's aide is assigned to each class. She and the teacher work as a team in developing an effective program for the boys and girls enrolled.

Pre-service and in-service training is provided by the Primary Supervisor. Both teachers and aides are scheduled for four group meetings during the year. At these meetings, new techniques, new materials, and new ways of getting to children and of meeting their needs are discussed.

F. RELATED COMPONENT: The close relationship between the Kindergarten program and the parents of the pre-school child has been well documented this year. Contacts have been made through group meetings, individual conferences, telephone calls, notes and letters. Parents have come to the school to read to the children, have accompanied them on field trips, have been present at class parties, have assisted in making the play areas safer and more attractive, and have supported the program in innumerable ways. Teachers and counselors

have worked with parents whose children were presenting unusual problems and have in most cases reported growth in the child and a change in attitude on the part of the parent. A statistical count of activities as reported shows that teachers had 46 group parent conferences with 306 parents attending, 280 individual parent conferences, made 53 home visits, 1107 telephone calls, sent 2950 notes or letters home, and received 373 notes or letters from parents. Forty-two field trips were reported with 197 parents participating. There were 40 room visitations with 162 parents visiting and 60 parties with 592 parents participating.

Regarding her parent involvement program, one teacher wrote "Parent involvement has been great this year. We have worked together as one big family and many ideas and activities have followed careful planning. . . we had our second group meeting in December. This meeting was to give parents a progress report and to plan for the Christmas party. . . . In January, individual conferences with each parent were scheduled either in person or by telephone. Each child's work, progress, and difficulties were discussed. Together we were able to work out ways to help each child. Some parents have talked with the counselor about specific problems. She has been a great help to the teachers and parents. She is always eager to help in any way she can. . . . In May, we went to the zoo on the bus. Six of our mothers went with us. . . . during the year we had many guests to come and talk with the children, among those were a policeman, postman, safety guard, fireman, and milkman." Another teacher began her report by saying "The Kindergarten class at Scott School observed Open House the whole year. Parents were invited to come and share all activities at their convenience. . . . another teacher said almost any day you would see parents in our room. We started out with a group meeting in the fall. From this, we set up individual conferences periods. Then I went with the Title I visiting teacher into 20 of our 21 homes. In the spring each parent was asked to pick a day and visit the class. Eighteen took part in this project. . . . The reason we work so closely with parents is that we try to weld a cooperative bond between the home and the school. Many of the parents were unsuccessful in school, many would like to help their children but don't know how. Actually I think we work almost as many hours with parents as we do with children."

One teacher sent the following summary of her activities:

PARENT INVOLVEMENT

Sept. 26, 1973--Mother's meeting

Oct. 5, 1973----Mother's meeting in order to give instructions, patterns, and material for knapsacks.

Oct. 9, 1973----Mother's meeting concerning Halloween party.

Oct. 15, 1973---Mother's meeting to plan Spook House at Halloween party.

Oct. 17, 1973---Field trip to the fire station.

Oct. 25, 1973---Open House-about 16 parents viewed their child's work on display.

Oct. 31, 1973--Halloween party.

Nov. 15, 1973-Field trip to Millbrook Bakery and Lunch at McDonald's.

Nov. 21, 1973--Thanksgiving tasting party-in order to culminate our study of the Pilgrims and Indians a party was planned centered on the vegetables and fruits the Pilgrims and Indians ate.

Nov. 29, 1973--Mother's meeting to plan Christmas program and party.

Dec. 5, 1973---Mother's meeting to make Santa hats and bells for the Christmas program; Mother's brought a coffee pot, small children and stayed all morning.

Dec. 11, 1973--Field trip to Arlington Antebellum Home.

Dec. 12, 1973--Walking trip to Inglenook to experience eating at Inglenook and rehearse for the Christmas program. We were accompanied by 3 parents.

Dec. 13, 1973--Christmas program-mothers accompanied children in walk to Inglenook.

Dec. 19, 1973--Christmas party and home visit.

Jan. 16, 1974--Parents helped to prepare breakfast for children and serve them, culminating our unit on food.

Jan. 21-Feb. 8-Individual parent conferences. Each parent was given a day and time to sit and discuss his child.

Feb. 14, 1974--Parents made cup cakes for Valentine's Day.

March 30, 1974-Home visit

April 5, 1974--Field trip to the main post office downtown.

April 12, 1974-Easter egg hunt and party. Mothers hid the eggs and prepared for the party.

April 26, 1974-Picnic at Inglenook park. Mothers accompanied us on the walk. A mother from Mrs. Laning's room made birthday cup cakes for everyone.

May 7, 1974----Field trip to the airport, and mothers' meeting to discuss plans for graduation and trip to the zoo.

May 22, 1974---Field trip to the zoo.

May 29, 1974---Graduation-mothers will assist with decorations, and refreshments.

May 1 - 10th---Individual Parent conferences.

Sept. - May----Individual parent conferences were held almost daily when parents would pick children up from school.

Sept. - May----Telephone calls were made whenever a child was absent and to discuss unusual incidents occurring in the school or for special needs.

Sept. - May----Notes or letters were sent home through the year to inform parents of school happenings.

Sept. - May----Notes were received from parents in response to May notes, excuses for absences, and general questions.

Included in the materials which came into the central office from the Kindergarten teachers are a number of notes from parents expressing their appreciation for the Kindergarten program. In almost every instance they mention the arm acceptance of the teacher as one of the important factors in making the program a meaningful one for their child. Many of the teachers sent home suggestions of things which parents might do during the summer to reinforce what was learned in the Kindergarten program. Much use was made by teachers and counselors of the brochure "From Home TO School Is A Giant Step" which was developed in the Guidance Department several years ago and which gives suggestions for parents as they work with the child in preparing him for a happy and successful school career. Some teachers used these materials as a basis for discussion at their parent meetings. One teacher sent a copy home for parents to use during the summer months.

EFFECTIVENESS

The first objective as already stated indicates that when they are compared, the SESAT scores in May of 65% of pupils with I.Q.s of 90 and above will fall two stanines above the September stanines. The records of 431 pupils present for both pre and post testing are recorded in the table which follows.

STANFORD EARLY SCHOOL ACHIEVEMENT TEST - Administered September 1973 - May 1974.

| NUMBER AND PERCENT OF PUPILS PARTICIPATING | | | | | | AVERAGE % | | AVERAGE STANINE | |
|---|---|---|---|---|---|---|---|---|---|
| Number | No. I.Q. 90 and above | | No. I.Q. 89 and below | | | Pre | Post | Pre | Post |
| 341 | 243 | 71 | 98 | 29 | | 27 | 38 | 3.4 | 4.3 |

| NUMBER AND PERCENT FALLING IN VARIOUS STANINE GROUPS | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Gain of 2 Stanines | | | | Gain of 1 Stanine | | | | No. Remaining Same Stanine | | | | No. Retrogressing | | | |
| 90+ | | 89- | | 90+ | | 89- | | 90+ | | 89- | | 90+ | | 89- | |
| No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| 69 | 28.5 | 22 | 22.0 | 71 | 29.0 | 31 | 32.0 | 69 | 28.5 | 27 | 27.0 | 33 | 14.0 | 19 | 19.0 |

Percentile scores and stanine equivalents are based on beginning Kindergarten in September and end of Kindergarten in May. The movement of two stanine steps did not seem to be an unrealistic goal but according to the present test results was far from achieved. While the total group moved from the middle of stanine three to about the middle of stanine four during the year, this was not the kind of gain we might have hoped for from children enrolled in a stimulating kindergarten setting. With 71% of the pupils having I.Q.s of 90 and above, we would have normally anticipated about 71% of the children having stanine scores of 5 or 6. However before we begin to think negatively about the Kindergarten program and the accomplishment of the pupils, we should carefully examine data from other tests which were administered.

A study of Table I (see Kindergarten appendix) as it relates to the second objective which has to do with improvement in social interaction and visual motor perceptual skills as indicated by pre and post responses to a locally developed inventory of Readiness Skills shows that more than 75% of the pupils enrolled responded correctly to all items except giving correct address and correct phone number. Seventy-five percent or more of the pupils missing items in September were able to respond correctly to 17 of those items in May. Some of the items which fewer than 75% of pupils were unable to complete in September and were still unable to complete in May were giving correct address and phone number, distinguishing between right and left, tying a bow, counting thirteen pennies, and recognizing a nickel and a quarter. One hundred percent of the pupils could recognize a penny. A careful study of the table will show that great gains were made during the year. At the beginning of the year only 21% of the children could give their correct address while at the end of the year 71% could do so. An average of 57% were able to do tasks which required distinguishing between right and left in September while an average of 88 percent were able to do these tasksin May. Other instances of marked growth may be seen by further study of this same table. While the objective was not reached in its entirety, marked progress was made.

Objective three states that 75% of the Kindergarten pupils with mental ages of not less than 5-0 as of September 1973 (on Binet test) will be ready for first grade in September 1974 as measured by scores on the Metropolitan Readiness Test administered in May 1974. Tables II, III and IV in the Kindergarten appendix provides information relating to the scores of 447 pupils who took the Metropolitan Readiness Test at the end of the school year. The test manual indicates that pupils whose scores fall in the A, B, or C categories are likely to succeed in first grade. Those in the C category should be given more consideration, however, in terms of individual needs. Seventy-four percent of all the children including those with initial mental ages below 5-0 had scores in May which fell within the A-C categories. Of the 64% of the pupils with initial mental ages of 5-0 and above ninety-one percent had scores which within the A-C range. Thus this group far exceeded the goal which had been set for them in the original objective. Since scores on the Metropolitan appear to reflect a greater degree of progress and tend to predict a greater degree of success in first grade than scores on SESAT reported under objective one, it would be most interesting to follow through with this group of children by testing them at end of first grade to see which of the tests is actually our best instrument with which to measure progress in Kindergarten and success in first grade and which test actually provides teachers with the most meaningful information with which to plan. A long range longitudinal study of the present Kindergarten group on which we now have extensive data would be most helpful to future planning.

At the beginning of the year and again at the end of the year, teachers checked characteristics of children as they had observed them and recorded them on a pupil characteristic check sheet. Objective number four states that because of personal attention and interaction between teacher, counselor, and child, fewer than 10% of the children will be described by their teachers in May as having negative characteristics. Table V in the Kindergarten Appendix reports pre and post data for 432 pupils. Characteristics which can be generally classified as negative and the percentage of children who are marked as having these characteristics are as follows: too quiet 15%, withdrawn 7%, destructive 5%, cries 9%, poor attendance 12%, poor coordination 12%, cannot settle down 11%, loses belongings 11%, picks at other children 15%, cannot play well with group 8%, goes to

toilet too much 6%, poor risk academically 9%. In spite of the fact that in almost all of the categories mentioned above more than 10% of the children were so characterized on the over all progress made only about 6% were indicated as having made little or not progress during the year in such important areas as following directions, listening, doing what is told, getting along with peers, and getting along with adults. It is interesting also to note that in the eyes of the teacher, 97% of the pupils were described as enjoying school. Of general interest also is the actual consistency with which teachers have characterized children. In many instances their pre and post evaluations were almost identical. In some instance more children characterized as possessing negative characteristics in May than were in September. This may simply mean that in September the teachers did not know the children well enough to describe them accurately. By May they knew them much better but also by May both teachers and children are tired, behaviors which appeared less negative in September may, though not occuring any more frequently, appear more negative in May.

Although the visiting teachers went to the homes of Kindergarten pupils when requested to do so and though medical services were available and teachers reported making contacts by phone with absentees, the attendance of Kindergarten pupils did not improve as was anticipated in Objective 5. Attendance reports for the months of October-November, April-May for pupils in 25 classes are recorded below:

| MONTHS | OCTOBER | NOVEMBER | APRIL | MAY |
|---|---|---|---|---|
| DAYS ON ROLL | 10384 | 9958 | 10430 | 8778 |
| DAYS PRESENT | 9694 | 9052 | 9542 | 8125 |
| PERCENT PRESENT | 93.3 | 90.0 | 91.4 | 92.5 |

An overall absentee rate of less than 10% is considered an enviable one. Reasons for absences on most cases appear to be quite legitimate and due to illness or other reasons rather than to lack of interest or involvement in the kindergarten program as such.

Objectives, six, seven, nine and ten all of which relate to the effectiveness of various supportive services and whose influence was to be measured by responses to the Metropolitan Readiness Test were met to a degree which exceeded expectation. Medical services which were tied into the attendance services and whose effectiveness was to be measured by increased attendance did not show the progress as indicated in Objective 8. However, we wonder whether or not the increase in attendance is a valid way to measure the effectiveness of the medical services. The fact that vision and hearing of all kindergarten children was checked and the fact that the nurses went into the classroom, made home visits, and referred children who needed it to various medical resources is of more significant value than an increase in attendance as a measure of the help rendered.

CASE STUDY DATE May, 1974

NAME OF TEACHER OR COUNSELOR MAKING REPORT Janice Watson

IDENTIFYING DATA- Please write real name of child and school in pencil in upper right hand corner, then assign an alias to the child and school and use this alias throughout your report. After proper coding at the Guidance Center, the real names will be erased so that the data may remain anonymous

NAME(alias) Sue Hayes Date of birth August 3, 1968 Sex Female

Race White Grade in School Kindergarten School (alias) Wesley

Short description of pupil's physical appearance and general health

Sue is a very slender, frail little girl. She was born with bilateral club-feet and bilateral hip-dislocation. Sue is able to walk much better due to surgery in April, 1973. Sue has myotonic dystrophy. Her health is generally good.

FAMILY DATA: Occupation of father City employee Ocupation of mother Housewife number of siblings 2

Child's place in sibling group Youngest Child lives with Paternal grandmother and parents Afternoon care Grandmother--Sue often plays with her second grade sister and next door neighbor cousins.

Socio-economic level of family Low

General cultural and educational level of family Mother is retarded and cannot read or write. Father is said to have completed 6th grade. Grandmother appears uneducated. Sister carries most responsibility.

Special family problems Sue's grandmother has custody of both children. Entire family lives with grandmother, often supported by her social security check. Sue's mother also has myotonic dystrophy.

Child's relationship to family members (feelings about etc) Sue's grandmother is very protective concerning Sue. Sue speaks of her often. Sue often speaks of her sister. She looks up to her sister.

SCHOOL HISTORY: Number of schools attended CDLD (last fall) How long in present school 3 months Grades repeated (specific, which) None

Usual behavior at school Sue mumbles and is disruptive in the classroom. cannot follow directions, tires easily, cries when frustrated.

Usual attendance Good Weaknesses (academic) Sue cannot follow directions, reason, or respond like the other 5 year olds. She cannot count past five, cannot match, recognizes 3-4 colors, cannot listen to story lessons.

Strengths (academic Sue tries very hard to achieve when functioning in a one-to-one relationship. She is eager to imitate the other children and remain within the group.

Usual attitude toward teachers Affectionate, seeks constant assurance. She learned that I expect her to take turns, talk, and share like other children. She seems more secure and independent because I expect it.

Parent attitude toward school and child's situation Grandmother and parents want her at Wilson in "normal" Kindergarten. Grandmother says she knows Sue will be allright and out grow her condition because she has "talked to the Lord about it."

Test date Stanford-Binet Intelligence Scale, Form L-M, 4/5/74 I.Q.64

Preschool Attainment Record - attainment age 3.7

Preschool Language Scale - total language age 2.6

SOCIAL DEVELOPMENT: Status with peers Classmates try to guide and protect her. Sue enjoys playing or being with the group. She appears content, does not detect "differences."

Recreational interests and habits Sue enjoys all indoor and outdoor play. She amazes me on the slide, running with groups, trying to jump, skip, etc. Sue especially enjoys music and "comes to life" wherever she is when she hears it.

AFFECTIVE AREA: How does this child see himself Sue appears to have a positive self-concept. She is basically a happy child.

What are some stress situations which cause him to lose control Sue came into my room a very subborn child and would often lose control when she could not have her way - when to play, not to run in room, talking, taking turns, etc.

How does he behave when he loses control Crying, shaking head, occasionally stamping feet, mumbling



Why did you choose this child to write about Sue is a very unusual child. She has shown considerable progress in only 3 months, but I long for ways and means to help Sue develop all her potential.

Describe the child when he came to you. Tell what you have done during the year to change behavior. Tell what approaches or techniques have worked and why you think they worked. Tell how the child reacts now in a way that is different to the way he behaved when he came to you originally.

Sue entered my room on Feburary 20, of this year. I noticed immediately that she wore thick glasses and had an awkard walk. Soon afterwards, I became aware of her very poor speech. Sue did not seem frightened when her grandmother left after registering her. Perhaps Sue felt secure because her cousin was also in my room.

For the next few day Sue was very disruptive. She often mumbled loudly during group time or during other quiet activities. The other children soon realized that Sue was "special" and needed their help. Everyone automatically adopted Sue and tried to help her adjust. They often told her not to run in the room, reminded her not to talk while the teacher talked, and showed her procedures in the room.

Sue's grandmother had apparently done everything for her and Sue expected the same from me. She would often motion for me to do things for her - tie her shoe, button her sweater, pin her hair, etc. Each time I explained to Sue that she must talk so I could understand her. She repeated many phrases after me. At first, she became very frustrated and cried when I would not follow her motioned commands. However, when she discovered crying did not get her way she began to communicate verbally. Within the next two weeks Sue learned to put on her shoes, lace them up, and come say "Please tie my shoes."

During the first few weeks of kindergarten Sue encountered several obstacles. She found it very difficult and strange to conform to rules. It was evident she had always done what she wanted. Sue had to learn to feed herself with a fork or spoon. She also had to clean up the mess she made on the floor as well as on herself. Small tasks such as carrying the cafeteria tray, opening the milk carton, going to the bathroom alone, and walking in line were major obstacles for Sue. Now Sue can carry out these and other functions successfully.

Sue is a very stubborn little girl who has been spoiled by a grandmother who feels sorry for her and wants to make life easier for her. Gradually Sue is learning that by doing what the teacher says and conforming to the society of our room she is becoming more independent and like other children. Consistency has been my most successful approach with Sue.

After three months in kindergarten, I see Sue as a much happier, more independent and secure little girl. I feel she is happier because she feels successful. Her speech is very poor and she still cannot do the work my other five year olds can do. However, yesterday Sue and I made a paper bag puppet together. Sue talked, laughed and enjoyed being in school.

TABLE I

INVENTORY OF READINESS SKILLS

BIRMINGHAM PUBLIC SCHOOLS

KINDERGARTEN

429 Pupils Classes - 24

Date: Fall 1973 - Spring 1974

| | FALL 1973 | | | | SPRING 1974 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | + | - | % + | | + | - | % + | % Diff | No - Now | % of - Now |
| Tells first and last name on request | 364 | 65 | 85 | | 427 | 2 | 99 | 14 | 63 | 97 |
| Gives correct address | 92 | 337 | 21 | | 305 | 124 | 71 | 50 | 213 | 63 |
| Gives correct phone number | 113 | 316 | 26 | | 290 | 139 | 67 | 41 | 177 | 56 |
| Gives correct age (verbally no fingers) | 354 | 75 | 82 | | 423 | 6 | 96 | 14 | 71 | 95 |
| Shows right hand | 267 | 162 | 62 | | 383 | 46 | 89 | 27 | 121 | 74 |
| Shows left hand | 267 | 162 | 62 | | 384 | 45 | 89 | 27 | 117 | 72 |
| Points to left ear | 216 | 213 | 50 | | 365 | 64 | 85 | 35 | 149 | 69 |
| Points to right eye | 235 | 194 | 54 | | 372 | 57 | 87 | 33 | 137 | 70 |
| Walks a straight line (36 inches or more) | 390 | 39 | 91 | | 426 | 3 | 99 | 8 | 31 | 79 |
| Hops on one foot (4 hops) | 375 | 54 | 87 | | 421 | 8 | 96 | 9 | 46 | 85 |
| Skips, using feet alternately | 214 | 215 | 50 | | 376 | 53 | 87 | 37 | 162 | 75 |
| Ties a shoe lace in a bow | 207 | 222 | 48 | | 368 | 61 | 85 | 37 | 161 | 72 |
| Counts 13 pennies | 221 | 208 | 52 | | 372 | 57 | 87 | 35 | 151 | 72 |
| Calls by correct name: penny | 391 | 38 | 91 | | 429 | 0 | 100 | 9 | 38 | 100 |
| nickel | 322 | 107 | 75 | | 383 | 46 | 89 | 14 | 61 | 57 |
| dime | 325 | 104 | 75 | | 410 | 19 | 96 | 19 | 85 | 82 |
| quarter | 296 | 133 | 68 | | 393 | 36 | 92 | 32 | 97 | 73 |
| Recognizes and calls colors correctly without hesitation: | | | | | | | | | | |
| red | 394 | 35 | 91 | | 426 | 3 | 99 | 18 | 32 | 92 |
| blue | 347 | 82 | 80 | | 425 | 4 | 99 | 19 | 78 | 95 |
| yellow | 377 | 52 | 87 | | 425 | 4 | 99 | 12 | 48 | 92 |
| green | 366 | 63 | 85 | | 428 | 1 | 99 | 14 | 62 | 98 |
| orange | 374 | 55 | 87 | | 426 | 3 | 99 | 12 | 52 | 95 |
| black | 404 | 25 | 94 | | 427 | 2 | 99 | 5 | 23 | 92 |
| brown | 363 | 66 | 84 | | 427 | 2 | 99 | 15 | 64 | 97 |
| purple | 316 | 113 | 73 | | 424 | 5 | 99 | 26 | 108 | 96 |
| pink | 269 | 160 | 62 | | 412 | 17 | 96 | 34 | 143 | 89 |

TABLE II

DATA REGARDING I.Q.

Based on Responses to Stanford-Binet, Form L-M

| NUMBER PUPILS | | | AVERAGE I. Q. | | |
|---|---|---|---|---|---|
| TOTAL | BOYS | GIRLS | TOTAL | BOYS | GIRLS |
| 482 | 225 | 257 | 96 | 95 | 96 |

| I.Q. RANGE | 60-69 | 70-79 | 80-89 | 90-99 | 100-109 | 110-119 | 120+ |
|---|---|---|---|---|---|---|---|
| NUMBER | 12 | 38 | 95 | 169 | 108 | 47 | 13 |
| % | 2.5 | 7.9 | 19.7 | 35.1 | 22.4 | 9.7 | 2.7 |

TABLE III METROPOLITAN READINESS TEST KINDERGARTEN

Letter Rating and Readiness Status of 447 Kindergarten Pupils

| LETTER RATING | READINESS STATUS | SIGNIFICANCE* | NUMBER OF PUPILS | PERCENT OF PUPILS |
|---|---|---|---|---|
| A | Superior | Apparently well prepared for first grade | 32 | 7 |
| B | High Normal | Good prospects for success in first grade provided other indications are consistent | 108 | 24 |
| C | Average | Likely to succeed in first grade work. Careful study should be given to needs and instruction planned accordingly. | 192 | 43 |
| D | Low Normal | Likely to have difficulty in first grade work. Individual help needed. Assign to slow section. | 101 | 23 |
| E | Low | Chances of difficulty high under ordinary instructional conditions. Further readiness work essential. | 14 | 3 |
| | | NUMBER WITH SCORES IN A, B, C | 332 | 74 |



TABLE IV METROPOLITAN READINESS TEST - SCORES OF PUPILS WITH MENTAL AGES 60 MONTHS OR MORE

| NUMBER OF PUPILS | A | B | C | D | E |
|---|---|---|---|---|---|
| TOTAL 286 | 23 | 100 | 137 | 23 | 3 |
| PERCENT 64 | 8 | 35 | 48 | 8 | 1 |

NUMBER WITH SCORES IN A, B, C CATEGORY TOTAL - 260

PERCENT WITH SCORES IN A, B, C CATEGORY TOTAL - 91

* QUOTED FROM MANUAL OF DIRECTIONS, PAGE 11

TABLE V

PUPIL CHARACTERISTIC SHEET - TEACHER OPINION

NUMBER OF PUPILS 432 - PRE AND POST  NUMBER OF TEACHERS RESPONDING 25

| CHARACTERISTIC | % PRE | % POST | CHARACTERISTIC | % PRE | % POST | CHARACTERISTIC | % PRE | % POST |
|---|---|---|---|---|---|---|---|---|
| Friendly | 78 | 86 | Enjoys School | 87 | 97 | Does not listen | 30 | 22 |
| Too quiet | 23 | 15 | Catches on readily | 54 | 62 | Does not follow directions | 31 | 22 |
| Tires easily | 27 | 23 | Liked by teacher | 96 | 100 | Cannot settle down | 17 | 11 |
| Cooperative | 68 | 75 | Likes teacher | 93 | 100 | Careful with belongings | 57 | 66 |
| Minds well | 71 | 71 | Good attendance | 87 | 87 | Loses belongings | 10 | 11 |
| Withdrawn | 12 | 7 | Poor attendance | 4 | 12 | Lacks confidence | 25 | 19 |
| Confident | 33 | 43 | Cooperative parents | 66 | 76 | Picks at other children | 12 | 15 |
| Fights | 12 | 15 | Poor coordination | 22 | 12 | Can't play well with group | 10 | 8 |
| Destructive | 7 | 5 | Easy to manage | 60 | 72 | Needs individual attention | 30 | 31 |
| Cries | 9 | 9 | Restless | 28 | 23 | Goes to toilet too much | 3 | 6 |
| Shy, unsure | 31 | 25 | A leader | 15 | 23 | Poor risk academically | 7 | 9 |

| ATTENTION SPAN | % PRE | % POST | SPEECH | % PRE | % POST | COMMUNCIATION | % PRE | % POST |
|---|---|---|---|---|---|---|---|---|
| Long | 13 | 21 | Clear | 86 | 87 | Talks Readily | 39 | 45 |
| Average | 45 | 52 | Defective | 11 | 10 | Average | 32 | 36 |
| Short | 31 | 22 | Very Defective | 3 | 3 | Talks little | 26 | 18 |
| Very Short | 11 | 5 | Stutters | 0 | 0 | Does not talk | 3 | 1 |

PROGRESS DURING ACADEMIC YEAR

| CHARACTERISTIC | % SUBSTANTIAL | % SOME PROGRESS | % LITTLE OR NO PROGRESS |
|---|---|---|---|
| Following Directions | 53 | 41 | 6 |
| Listening | 49 | 44 | 7 |
| Doing what is told | 53 | 40 | 7 |
| Getting along with Peers | 51 | 42 | 7 |
| Getting along with Adults | 57 | 41 | 21 |

PRE-SCHOOL PROJECT

A. Pickens County

B. Contact: Hazel J. Mullenix, Coordinator
Box 32
Carrollton, Alabama 35447

C. Objective: After nine months' participation, 70% of the enrolled students in the pre-school program were expected to score at least 40th percentile (near average) achievement as measured by the Metropolitan Readiness Test; 40% were expected to score 60th percentile or higher.

Learning objectives for the pre-school program include the development of basic concepts and understandings such as the following:

1. Positive self-concept
2. Oral expression
3. Motor skills
4. Auditory and visual discrimination
5. Generalization and classification
6. Recognition of relationships
7. Transfer of knowledge and skills
8. Creative expression
9. Adjustment to large and small group situations
10. Development of sound health habits
11. Physical dexterity
12. Acceptable emotional control

D. A total of 224 pre-school pupils were enrolled in the program, staffed with 9 teachers and 9 aides and one supportive unit from special education program, for an approximate average of 24 pupils per class. Within the classes, pupils were grouped both heterogeneously and homogeneously for the various activities, and at times were working individually. A learning center approach characterized most classrooms, emphasizing individualized instruction, self-direction, and self-motivation.

Basic equipment provided for each center included colorful, child-size tables and chairs, scatter rugs, 16 m.m., 8 m.m., and 35 m.m. projectors, record player, tape recorders, headsets, and other instructional equipment as needed. Commercially prepared materials utilized included the Peabody Early Childhood Kit, Holt's Children"s World, Language Experiences Program, DUSO Guidance Kit, Alpha Program, and a number of other multi-media materials. In the second semester, pupils indicating satisfactory readiness levels utilized Level I of the Scott-Foresman Reading Systems, normally utilized with first grade pupils.

Within the classroom, games, puzzles, toys, "found" materials, and teacher-made activities motivated and developed learning skills. "Hands on" activities, such as churning butter, watching a cocoon develop into a moth, planting of seeds, etc., developed basic science concepts and furnished language activities. Local field trips--to post offices, stores, city hall, dairies, and similar locations--helped pupils to relate to their environment and furnished elementary social studies understandings. Mathematics skills were developed through games and the use of Holt's number readiness program, which is preparation for the program utilized in the elementary grades within the system.

Creative expression included music activities such as singing, rhythms, listening activities, and instrumental and body response; artistic creativeness was accomplished through the use and manipulation of a variety of media and through the teaching of color recognition and response; creative dramatics took the form of dramatizations of stories by pupils or with puppets, dolls, etc.

All participating pupils were given auditory and visual screenings, and other health counseling and treatment as indicated, such as dental care, sickle-cell tests, and skin and scalp disorders.

The kindergarten classes actually began the third week of the school year. The first two weeks of the year were utilized in screening and selection of participants. Classes were held 6 hours per day, 5 days per week, throughout the regular school year.

E. Participants:

Participants were selected esentially on the basis of information furnished by the parent during a pre-class interview, observation of pupil behavior by teacher during application testing and interview, and performance on the CTB/McGraw-Hill Test of Basic Experiences (General Concepts Battery) administered individually by teachers. Average pre-test score on this instrument for pupils accepted in the program was 17th percentile.

The nine teachers and aides were all well-qualified and suitable for their assignment. All teachers held degrees in elementary education with prior experience in early childhood or primary levels; seven of the 9 aides working in the program had participated in a 5-week EPDA training program to instruct aides in working with pre-school pupils. All teachers and aides were involved in a structured and continuous in-service training program throughout the school year.

F. Related Components:

Parents were first involved through the application process, when they were required to accompany the child to school to apply for admission. They were involved through the year as room mothers, volunteers, chaperones for field trips, and similar activities. Many parents furnished "parties" on special occasions and donated toys, hats, and similar objects for class activities.

Aides were invaluable in the program as co-workers with teachers in all aspects of the program. Aides remained with the teachers and were directed by them throughout the entire day.

Inservice centered around the assessment of desirable skill developments and behavioral objectives, which could serve as an assessment of pupil level and progress, a guide for classroom activities, and a communication to first grade teachers as to the skill development attempted and achieved in the kindergarten instruction.

PICKENS COUNTY
FY 74
Pre-School

G. Effectiveness

The kindergarten program surpassed objectives. TOBE testing revealed an average gain from 17th percentile (pre-test, Level K) to 73rd percentile, (post-test, Level 1). In addition, pupils were tested with Metropolitan Readiness Test at the end of the program and indicated an average score of 61st percentile. Informal assessments by teachers indicated supportive evidence of this growth.

# EVALUATION OF THE READING PROGRAM

A. Anniston City Schools
P. O. Box 1500
Anniston, Alabama 36201

Telephone number: 237-9531

B. TITLE I COORDINATOR
Mrs. Velma Curry
Post Office Box 1500
Anniston, Alabama 36201

Telephone number: 236-15[illegible]

C. OBJECTIVES OF THE PROGRAM

1. General Objective

To provide a reading program to increase the cognitive skills of children from economically, culturally, and educationally deprived homes.

2. Specific Objectives

a) Pupils at the first grade level, who are immature and not ready for reading as determined by teacher observation and the Gates MacGinitie Readiness Test will be placed in a readiness program where they will make at least eight (8) months progress during the regular school year as measured by the California Reading Achievement Test.

b) Upon completion of the 1973-74 school year, Title I pupils in grades 2-8, will on the average, demonstrate one month's gain for each month of instruction in cognitive skills as measured by the total score on the reading subtests of the California Achievement Test in Reading.

c) Pupils in grades 1-8 will respond positively toward reading as observed by their readiness to participate in the reading activities and by the number and kinds of books they read during the year.

D. TREATMENT

1. Teacher Class Size

The class size varied from a low of seven (7) in some instances to a high of seventeen (17) in others. An attempt was made to keep the number to a maximum of fifteen in all classes.

2. Classroom Organization

Title I classrooms were organized to maintain a flexible reading program so that both the educational needs and the varying interests of the pupils would be met. Each classroom was organized to accommodate the following types of instructional activities:

a) Programmed instructional activities

b) Teacher-guided and small-group activities

c) Audio-visual activities for both small and large groups

d) Student-centered high-interest activities

e) Flexible grouping for instructional activities

3. Equipment and Materials

Materials and equipment were chosen to accommodate the pupil's readiness for specific instructional activities. Tests were administered to find the reading level of each pupil and materials were selected accordingly. Diagnostic and prescriptive type materials were utilized in all classrooms. Learning programs chosen on the basis of achievement and interest levels of the pupils included the following: Read On, SRA Reading Labs, Diagnosis, Individualized Reading Kits, Talking Alphabet, Specific Reading Skills Series, Imperial Reading Program, Psychotechnics RX Reading Program, Audio Reading Progress Labs, and other programs. A variety of equipment such as tape recorders - reel-to-reel and cassette, - record players, listening centers, overhead projectors, opaque projectors, filmstrip and film projectors were used by all Title I teachers and teacher aides.

4. Stimulation and Motivation

Both the teacher and the teacher-aide strived to maintain a positive relationship with each pupil. Games, charts, picture words, discussions, audio-visuals, and a variety of materials were used to make the reading program interesting and challenging. Rewards and praise were utilized to provide reinforcement for the students' efforts.

Attractive classrooms, interest centers, and an environment of acceptance and success also helped to stimulate and to motivate the students. Some teachers used the contract concept with great success. By this method, the students set the goals and determined the course of action.

Perhaps the most widely used technique to motivate students was that of planning and implementing a reading program whereby students could meet with success. Another factor was that of providing a host of low-level, high-interest materials - materials that differed significantly from those used in the regular classroom.

5. Counseling and Guidance

Individual conferences were scheduled with both the student and the parents concerning the pupil's progress and needs. The Title I teacher also arranged conferences with the regular instructional activities. Achievement tests and teacher-made tests were administered to diagnose specific reading problems and to prescribe programs based upon these needs.

Guidance counselors were utilized when needed. Individual intelligence tests were given to students whose performance did not measure up to what was expected. As a result of this service by the system-wide testing specialist, several Title I pupils were placed in special education classes.

Each Title I teacher kept individual folders for each pupil in order to check on the progress made. A case study was done by each teacher on at least one child in the reading program.

6. Health and Nutrition

Complete health records on all Title I students were maintained by the Title I nurse. Ear, eye, and teeth examinations were given. Children with serious problems were referred to the dental clinic, to other local agencies, or to their personal doctor. In some cases where assistance could not be secured from local agencies, Title I funds were used to provide glasses, dental work, health examinations, etc. for eligible Title I youngsters.

Free lunches were provided to Title I students who were eligible to participate in that program. The hot lunches added much to the nutrition of these pupils since many would not have had the benefit of a balanced diet.

Each child was encouraged to use good table manners.

7. Other Services

A speech therapist worked with Title I children having speech problems.

Three media persons worked on a half-time basis to supply the Title I classrooms with an abundance of equipment and materials. These materials were delivered to the schools on a daily basis.

All instructional supplies such as paper, pencils, and other materials were provided for each Title I classroom. A representative from the Department of Pensions and Security remarked that the Title I classes were the only time during the day that child could go to this class without feeling the demands of having to have pencil, paper, and other needed supplies. Many Title I participants came from homes with such limited budgets that even the small school essentials could not be provided for by the home.

8. Time of Treatment

Each Title I participant was scheduled to the Title I teacher for a block of time during each day. The time period ranged from forty (40) minutes to an hour. After treatment the child was scheduled back to the regular classroom teacher for the remainder of the day. An attempt was made to rotate the schedule so that the child would not miss the same classroom activities every day. Students remained in the Title I reading program throughout the year or until they achieved at grade level as determined by standardized and teacher-made tests.

E. PARTICIPANTS

1. Criteria for Selection

Students who participated in the Title I program were chosen on the basis of need. These youngsters were labeled grades one through eight; however, all were performing below their assigned grade level. Many had been retained and had been in school from two to nine or more years. Placement on standardized tests were used as a means of selection.

2. Number of Participants

Nine hundred seven (907) children were enrolled in the Title I program at the end of the school year. More were enrolled at the beginning of the year; however, some were scheduled back to the regular classroom, some were transferred to special education classes, and some moved out of the school district during the year.

Of this number, 542, were males and 365 were females. The ages ranged from six to fifteen years.

3. General Character

Many children came to the program with negative attitudes. They were underachievers and many had been labeled as such. Most of them had met defeat many times in the regular school program and as a result had a low self-concept. A majority came from low socio-economic families; therefore, they lacked some of the background experiences needed for successful academic learning. Many had defective speech patterns which hampered communication between the teacher and the children.

4. Achievement Level

The achievement level of the students ranged from one to six years below their assigned grade level. Some seventh and eighth graders were performing at first and second grade levels in reading.

5. Behavior Problems

Some of these students were behavioral problems, but most problems were due to their poor home-life conditions or due to their frustrations because they could not achieve as well as their peers.

As a whole, all craved attention. With the extra help given them by the Title I teacher and teacher aide, they received some of the attention they needed to help them to feel as individuals.

Problems were kept to a minimum due to the high-interest materials used. Normal daily problems of the students getting along with each other were dealt with in a positive manner.

6. Staff

a) Number

The Title I instructional staff consisted of thirteen (13) teachers and thirteen (13) teacher aides. Each teacher was assigned approximately seventy-five (75) students. Assisting with the instructional program were the following: (1) a full-time coordinator who supervised and coordinated the entire program, (2) a health nurse who took care of the special health needs of the participants, and (3) three media persons (half-time) who provided materials and supplies for each classroom on a daily basis.

b) Training

Each member of the Title I staff was fully trained for his/her position. The coordinator had a master's degree and is certified in the areas of elementary education, guidance, and counseling, and in supervision. The media specialist had a master's degree in library science. Each of the Title I teachers for grades 1-6 were certified at the elementary level with the exception of one. She is presently enrolled in a program to remove her deficiencies; however, she has been an employee of the system for several years and has exhibited outstanding teaching performance. The two teachers at the junior high level hold certifications in the area of English.

The health nurse was a registered nurse and had been employed by the system for many years. The teacher aides and the media aides had completed high school and several are enrolled in college programs. They have all received training to help them to be more efficient in their work. Most have been employed by the system for at least six years.

c) Functions and Responsibilities

The coordinator had the overall responsibility of supervising and monitoring the program as outlined in the job description. The teacher had the responsibility of planning and implementing the instructional

program at the local school level. The teacher aides worked under the direction and observation of the Title I teacher. The media specialist and media aides worked with the teachers in supplying materials and equipment needed for a successful program.

The ultimate responsibility of the entire staff was to meet the student where he was and to carry him as far as he could go. This was done by providing as many experiences and by meeting as many needs as possible. The student was exposed to many types of materials in which needs were met.

F. RELATED COMPONENTS

1. Parent Involvement

Parents were involved in the reading program throughout the year. Teacher-parent conferences were held as needed and progress reports were send home every nine weeks. An advisory committee, composed of from two to four parents, worked with each Title I teacher in planning and implementing the program at the classroom level. The chairman from each local school committee served on the system-wide Parent Advisory Council. This provided a means of getting data and feedback from the local school community to the central level and vice versa.

2. Teacher Aides

The teacher aides were a valuable asset to the program. Their duties included maintenance of all records concerning Title I students, preparation of instructional materials, seting up and operating audio-visual equipment, working with small groups and with individual students, preparing displays and bulletin boards, and performing clerical chores and housekeeping duties.

3. In-Service Training

Teachers and teacher aides were provided in-service training periodically throughout the year. A week-long workshop in reading was attended by all Title I teachers prior to the opening of school. Eleven of the thirteen teachers aides were enrolled in a course entitled "Practices and Theories in the Teaching of Reading" which was taught in Anniston by Auburn University.

G. EFFECTIVENESS OF THE PROGRAM

The major objective of the Title I program was to raise each child's achievement level in reading at least one month for each month's instruction. With some of the students this was accomplished and with others it was not. However, on an average, students in the program achieved this objective. The California Achievement Test in Reading was administered to all Title I students. Form A was given in October and Form B was given during the first

week in May. All grades, with the exception of grade 8, achieved at least eight months in reading ability during the eight-month period between pre and post-testing. The Gates MacGinitie Readiness Test was administered to first graders; therefore, no valid comparison can be made with scores on the CAT administered at the end of the year.

Other instruments used to determine the effectiveness of the program were: Read On and Diagnosis (criteron-referenced tests), Imperial Reading Placement Test, Houghton Mifflin Placement Tests, Schonell's Graded Word Test, Classroom Reading Inventory, teacher-made tests, and teacher observations.

Teachers reported improvement and changes in self-images, attitude toward teachers and toward reading; better behavior, performance, and school attendance; and improved physical appearance. Students displayed greater interest in reading in that it seemed to become a pleasurable experience rather than a chore. Many were reluctant to return to the regular classroom - they preferred staying in the reading room. Changes in the desire to learn became evident. Instead of saying, "I can't do this", before they tried, they began "To want to do".

Pupils had this to say about the Title I reading program:

"I have enjoyed the reading classes."

"I did not like the class at the beginning, but I hate to see it end. I wish I could be in it next year."

"I wish all children could take this class."

"I like this class because we do many things."

"I learned a few things that I might not have known if it wasn't for you and Mrs. _____. I am thankful for the help you gave me."

Title I teachers made the following comments:

"Most of the youngsters in the program had good attendance. They seldom missed a day from school unless illness prevented them."

"Behavior problems became practically nil because everyone was busy doing what they wanted to do."

"The work was at their individual ability and achievement levels; therefore, they knew they could succeed in something and many realized that they were working for their benefit rather than for a grade."

"It became evident that some students developed more self-control and were more able to work at self-directed activities at the end of the school year."

SYSTEM Cleburne County

Evaluation Report - Reading Program

A. Cleburne County

B. W. L. Gaines, Title I Coordinator
Post Office Box 242
Heflin, Alabama 36264

C. Reading Improvement Program Objectives

1. Set up classes that lend themselves to individual instruction by limiting class size to fifteen students.

2. Screen students for participation who have not reached readiness or who are reading one year below grade level.

3. Verify participants by using California Readiness and Achievement Tests.

4. Ninety percent of the early elementary participating students will make one year's progress while seventy percent of the later elementary participating students will make one year's progress during the 1973-74 school year as measured by pre and post California Test of Basic Skills.

D. Treatment

Title I teachers certified in elementary education with additional training in reading were in charge of a room set aside and designated as a Title I reading laboratory.

Classes were limited to fifteen students with the first grade having as few as twelve. The classes were organized and equipped so as to place emphasis on individual instruction. Success was built into the program by starting instruction at the level the child had reached.

The reading laboratories were fully equipped. Some of the devices utilized to stimulate participants were: control readers, tachistoscopes, tape recorders, Hoffman readers and record players. Some materials utilized were filmstrips, tapes, records, practice booklets, reading kits and enrichment reading books.

Treatment was administered five days per week forty-five minutes per day during regular school hours for thirty-six weeks beginning in September, 1973, and ending in May, 1974.

E. Participants

Pupils in the reading laboratory were selected by consensus of the homeroom teachers, Title I teacher and principal on the basis of past performances in the area of reading. Final placement were verified by the California Test of Basic Skills or the Cal Readiness Test (T.O.B.E.). Some 409 boys and girls ranging in ages from six to fourteen, in grades one through six with low achievement levels made up the Title I part and full year participants. The treatment for each was based on individual needs.

Six teachers were directly responsible for administering the treatment to some 400 students. The treatment was that of providing instruction for educationally deprive Title I children.

The project director's function was the coordination of the entire project, which involved such areas as project writing, teacher inservice, supervision, Parent Advisory Council meetings, reporting, procuring, principal's inservice, evaluation and dissemination.

F. Related Component

Parents were involved in various ways in the Title I program. Some of these were as follows: project planning and approving meetings, local and system-wide advisory council meetings, parent in-service, P.T.A. meetings, open house programs and evaluation conferences. All Title I staff members were involved in in-service training. Some teachers enrolled in after hours college classes for additional training.

G. Effectiveness

Pre and Post tests were administered to all Title I students. The California Test of Basic Skills (C.T.B.S.), 1968 revision, was the standardized instrument used.

The objectives as set forth in item "C" above were met. The following tables show that eighty-six percent of the full year participants made seven-tenths year or more progress. Full year participants averaged near one and five-tenths years growth in reading. Test results for those in the program four months show a gain of five and five-tenths months during the four months.

| Grade Level | Number of students | Number of students, by month's growth | | |
|---|---|---|---|---|
| | | Substantial 1.5+ | Moderate 1.0 to 1.4 | Moderate 0.7 to 0.9 | Little or None 0.6 or less |
| One | 77 | 60 | 7 | 0 | 10 |
| Two | 84 | 30 | 31 | 14 | 9 |
| Three | 89 | 41 | 18 | 15 | 15 |
| Four | 16 | 8 | 5 | 2 | 1 |
| Total | 266 | 139 | 61 | 31 | 35 |
| Percent | | | | | |

| Grade | Number | Pre | Post | Gain |
|---|---|---|---|---|
| 1 | 77 | | 1.7 | * |
| 2 | 84 | 1.2 | 2.6 | 1.4 |
| 3 | 89 | 1.9 | 3.4 | 1.5 |
| 4 | 16 | 2.7 | 4.4 | 1.7 |

These students participated in the program for nine months

| Grade | Number | Pre | Post | Gain |
|---|---|---|---|---|
| 3 | 42 | 2.5 | 3.0 | .5 |
| 4 | 44 | 3.1 | 3.6 | .5 |
| 5 | 21 | 3.1 | 3.9 | .8 |
| 6 | 12 | 3.8 | 4.4 | .6 |

These students had four months between testing.

NARRATIVE: EARLY ELEMENTARY
FY 73-74

A. Bessemer City Schools

B. Bonnie Nicholson
412 North 17th Street
Bessemer, Alabama 35020
Telephone: 424-9570

C. Project Objectives -

1. Given standardized pre- and posttests of reading achievement, immature first graders will make 1.2 year's progress; 70% of the pupils in grade 2, 3, and 4 who were not ready to read on the pretest or who were experiencing reading difficulties will show an increase in their rate of growth of at least 1.2 year's progress; 20% will make .8 month's progress.

2. Pupils served by the Title I Primary reading program were a year or more below reading grade level. These pupils needed individualized instruction in reading, improved attitude toward self and school, and enriching experiences in reading.

D. Treatment -

Instructional Activities Design: Programmed individualized reading instruction provided opportunities for pupils to progress at a pace that was appropriate for their own learning abilities.

A diagnostic/prescriptive approach, tailored to pupils reading abilities, weaknesses, and learning styles, provided immediate positive reinforcement for the success of the program. Computerized printouts were correlated with reading activities and were useful for diagnosing specific skill weaknesses.

Creative dramatics, choral reading, language experience stories, and various multi-sensory activities provided enrichment plus background experiences for specific reading skills. Teacher/pupil-made reading games allowed for many interesting humanistic interactions between the teacher and pupils.

The activities permitted each pupil to progress as rapidly as he could, mastering basic skills before proceeding to more complex concepts.

The program was structured so that teacher and pupil stayed on a "task" directly related to objectives. Motivational techniques were built into the program which included concrete rewards. These rewards served both as a means of reinforcing and evaluating the reading skills taught.

E. Pupils identified for participation in the program were pre tested in early September, 1973, and post tested in May, 1974. Cumulative records, teacher judgment, and informal reading measurements were of major significance in the selection of pupils. Intervention tests were administered at various levels of progress.

Identification of pupils:

Grade one - Pupils not ready to read and in need of extended readiness program.

Grade two - Pupils most in need of assistance and who score at least one semester below reading expectancy.

Grade three - Pupils reading at least one semester below reading expectancy.

Grade four - Pupils reading at least 1.1 below grade level.

F. Related Component -

Instructional teams were formulated in each school with special reading centers. Each team consisted of the reading specialist and a regular teacher at each grade level. The team services were supported by parents, principals, counselors, and supervisor.

Teams engaged in planning, teaching, and evaluating the reading activities of pupils enrolled in the program. In planning, the teams developed reading content projects for pupils, modified activities according to the needs of specific groups of pupils. The special strength and talent of each teacher were important facets of this approach. Teachers worked as a team in a defined situation to meet the objectives of project and pupils' needs.

Testing and Evaluation - The following three areas were stressed during the year in the primary reading evaluation: the affective area, the psychomotor area, the reading achievement area.

Prior to pretesting, an in-service session providing a general overview of the program evaluation was held during the fall including the following topics: Identification and Selection Methods of Enrollees, Pretest Information, Norm-referenced Measurement for Pre- and Post testing, Criterion- referenced Measurement.

In working closely with the evaluation team from CTB/McGraw-Hill on the norm-referenced and the criterion-referenced measurements early in the fall, efforts have been geared more or less to serve as a liaison contact person in providing feedback in terms of meeting specific local needs. In working with the University consultant, generally, the same efforts have been portrayed.

Following is a list of in-service sessions shared with the primary teachers:

In-service sessions with teachers and reading coordinator in coding the PRI relative to textbook usage for skills mastery instruction.

In-service sessions periodically upon return of materials from test company for clarification and explanation of test results.

Invited a State Department consultant for teachers to have first-hand experience on evaluation information expected for pupil growth and de-

velopment. Classroom visitations and a large group session were held for Title I teachers, supervisors and principals. Other points of interests shared were the need to stress the affective, cognitive and psychomotor needs in evaluating enrollees during the year.

Additionally, a session was shared with teachers concerning class mastery of specific reading objective in terms of local and school mastery on a percentage basis.

An interim evaluation conference was held during the middle of the year on the following areas: withdrawals, new enrollees, referral follow-up and conflicts, useful screening and measurement devices, suggestions/ testing and evaluation. As a result of these interim conferences, a greater need as expressed by teachers for first grade appraisal resulted in a prepared copy of first-grade language development activities for effective learning and remediation process for reading teachers during the middle of the year.

Finally, an effort to maximize the effectiveness of CTB/McGraw-Hill's evaluation goals on norm-referenced pre- and post test results and criterion-referenced measurements has been one of the major goals of the testing and evaluation office. Individual needs of the primary teacher varied from specific evaluative needs to methods of individual referrals. Periodic in-service sessions were shared on a need basis as requested by the reading coordinator and other private school personnel.

Two out-of-state trips to evaluation workshops provided additional information for the testing and evaluation office which was shared during the weekly coordinators' meetings.

Several psychological tests were given to the primary students. Specifically, a total of 20 individual tests were administered.

G. Effectiveness -

The results of the pre and post testing as measured by the California Reading Test were as follows:

| | Pre Av. | Post Av. | Gain |
|---|---|---|---|
| Grade 1 | | 1.8 | |
| Grade 2 | .9 | 2.4 | 1.5 |
| Grade 3 | 1.7 | 3.0 | 1.3 |
| Grade 4 | 2.3 | 3.6 | 1.3 |

Fort Payne City FY 1974

A. Fort Payne City

B. Mrs. Willie B. White, Fort Payne, Alabama 35967 (205) 845-0915

C. OBJECTIVE

After having been given instruction in reading and its related components, 70% of the students in grades 1-3 who participate in the Title I activities and services will improve in reading 9 months as measured by the California Reading Test. 30% will make at least 6 months progress.

D. TREATMENT

1. Early Elementary:

The class size ranged in size from 8-13 students per period of 30 minutes for 5 days per week for 175 days during the regular school term. Materials were chosen to help the students progress at their own speed and ability. These were primarily chosen on their adaptability to individual instruction. Some examples are: SRA reading lab, games, transparencies, filmstrips, readiness kits, Fountain Valley, Websters Tutoring System and others. The equipment included Craig Readers, overhead projectors, Tach-X, Tach-150A, 150B, record players, tape recorders, language master, etc.

2. Later Elementary:

The class size ranged in size from 10-14 in each session. Each class met for 30 minutes per day, 5 days weekly during the regular school year. The classroom was well equipped with desks, chairs, portable carrells, Tach-500, cassette players, listening stations, language masters, record player, filmstrip projector, and other items that assist in the individual teaching of the student. Materials such as Webster International Tutoring System, Scholastic Individualized Reading Program, Fountain Valley Teacher Support System and a variety of materials not used in the regular classroom were used. This is based on supplementing rather than supplanting.

There were many methods used to stimulate interest in reading. These included games, bulletin boards, play productions, local television appearance and many free choices for the students.

Each student's needs were diagnosed and efforts were made to remedy the needs in an interesting and enjoyable way rather than by boring drills. Each class went on a field trip to the new DeKalb County Library where the students were given library cards and encouraged to use the library for recreational reading.

E. PARTICIPANTS

In all instances the students chosen were not eligible for the regular EMR classes and were reading below grade level as shown

by standardized tests. The object of the student being placed in the Title I reading program was that of meeting their needs and improving their reading to a level of acceptable performance.

1. Early Elementary:

The Lee-Clark Readiness Test, California Reading Tests, and other previous test results and teacher recommendations were used to determine those students who were reading below grade level and had not achieved maturity readiness to be able to progress in the regular classroom. There were 71 students who came to the Reading Lab in grades 1-3, 22 girls and 49 boys, ranging in ages from 6-9 years. Their general characteristics were:

a. Poor scores on standardized tests and performing below grade level in classroom instruction.

b. Low score on general standardized I.Q. tests both on verbal and non-verbal scores.

c. Poor self-concept, expectation of poor performance, and general frustration.

d. Typical behavior consisted of discipline problems, irregular attendance and short attention span.

Most of the students were enthusiastic about the special reading program. They were aware of their reading problems and indicated a desire to improve their ability to read. The individualized instruction provided in the lab was what they seemed to need for personal gratification since, often times, these students have not been made to feel "special".

The teachers were certified professional classroom teachers with elementary education training and a background of experience in teaching in these grades. Both teachers are presently working toward higher degrees. Each has taken special training during the year on individualized instruction and teaching elementary reading. New innovations and materials were introduced wherever appropriate with excellent results. There was one teacher for grades 1-2 and 1 teacher for grades 3-4, both located at Forest Avenue School in Fort Payne. Each teacher had the responsibility of working with the teachers, parents, and students to raise the students' reading level to the maximum potential.

2. Later Elementary:

In the later elementary the students who were not performing well in the regular classroom and had the same characteristics as those in the early elementary grades, were chosen. They had poor scores on standarized tests and were reading below grade level by at least a grade, and in most instances, more. They had poor scores on the verbal and non-verbal standardized mental maturity tests administered all through their school years. Certainly, they had acquired a poor self-concept and the general frustration contributed to the discipline problems, irregular attendance, and general indifference toward school.

Most of the students, as well as the parents, were eager for a chance to participate in the special reading program. They indicated a knowledge of their reading weaknesses and a desire to remedy the situation.

There were two teachers in this level - one teacher in the 3-4 level at Forest Avenue School and one teacher in grades 5-6 at Williams Avenue School. In all there were three reading teachers. The teachers were all professionally certified with a number of years experience in teaching students in this age bracket.

There were 103 students in grades 4-6 involved in the Title I reading program. Sixty-seven boys and 36 girls ranging in age from 10-15 years.

F. RELATED COMPONENT

In addition to the Title I reading teachers in the reading lab the aides worked with those students who participated in the program as another method of informing, instructing, and motivating. The aides helped by re-enforcing the teaching with the use of the audio-visual equipment in the library, duplicating materials for the student's individual use, helping to keep records used in the evaluation and checking objective tests given by the teachers.

In many instances the parents of the Title I students came to the school as volunteer aides to the Title I activities. They helped in the individual re-enforcement needed after the teacher had given instruction and had given specific instruction to the volunteer aide as to the method to be used. Supervision by the teacher would insure that these instructions were carried out. At no time were these people used as prescribers or teachers.

An American Education Week Open House was held at the schools and parents visited the reading labs. At this time the students demonstrated various equipment and materials to their parents and the teachers explained the program. Another open house was held later in the year with all parents and students invited to view the reading program facilities.

Reading teachers worked with the classroom teachers and parents sharing information and ideas in order to achieve better results with the students. Second and third graders and their teacher appeared on a local television production featuring the special reading program. The students demonstrated some of the equipment and told some of the experiences they had enjoyed. The experience was most worthwhile and the station reported many calls requesting the nature of the program, etc.

In-service training was both scheduled and informal. The coordinator had several in-service training sessions with the teachers and aides. The principal and regular teachers had informal sessions and the aides had continuous training with the Title I teachers. The in-service part of our program was continuous. All personnel members were available at any time

to discuss or assist in any way. Each of the teachers had participated in the self-study for accreditation with the Southern Association of Colleges and Universities.

Each of the three teachers had earned from 3-9 hours graduate credit in subjects related to their work. Some of the subjects were: Individualized instruction, program writing, writing objectives and teaching elementary reading.

G. EFFECTIVENESS

This report is on the following page.

Fort Payne City FY 1974

G. EFFECTIVENESS

| | Grade | No. Tested | Name of Test | Grade Placement | Gain |
|---|---|---|---|---|---|
| 1. | Pre | 31 | Lee-Clark Readiness | 0.5 | |
| | Post | 31 | Level 1 Form A CRT | 1.6 | 1.1 |
| 2. | Pre | 22 | Level 1 Form A CRT | 1.1 | |
| | Post | 22 | Level 1 Form B CRT | 2.2 | 1.1 |
| 3. | Pre | 18 | Level 2 Form A CRT | 1.8 | |
| | Post | 18 | Level 2 Form B CRT | 3.1 | 1.2 |
| 4. | Pre | 31 | Level 2 Form A CRT | 2.6 | |
| | Post | 31 | Level 2 Form B CRT | 3.7 | 1.1 |
| 5. | Pre | 32 | Level 3 Form A CRT | 3.4 | |
| | Post | 32 | Level 3 Form B.CRT | 4.5 | 1.1 |
| 6. | Pre | 40 | Level 3 Form A CRT | 3.7 | |
| | Post | 40 | Level 3 Form B CRT | 5.1 | 1.3 |

The students have now realized that they can achieve and their attitude toward other subject areas has improved. They do not have the feeling of frustration as they had in the beginning. Discipline problems have decreased, and regular attendance has improved. An increased interest has been shown in reading for pleasure as evidenced by library checkouts. Students have gained self-confidence and have, for the mostpart, acquired a more positive attitude toward reading while strengthening their basic reading skills. The percentage of improvement has been most impressive since these students have not had a successful academic background before.

The above statements have been derived from teacher observations, parent's comments, students comments, and from the attendance record of the school.

Project - Mathematics

A. Colbert County

B. Wiley S. Adams, Jr. Title I Coordinator
P.O. Box 270
Tuscumbia, Alabama 35674
Phone 383-8665

Delores Long, Title I Supervisor
P.O. Box 270
Tuscumbia Alabama 35674
Phone 383-8665

C. Objectives - Early Elementary

Grades One, Two, and Three

At the completion of two semesters of instruction, 70% of the students will have a mathematics grade score on or above their actual grade placement as measured by the Metropolitan Achievement Tests. The students who have advanced sufficiently during the year will be sent back to their regular class.

Objectives - Later Elementary

Grades Four, Five and Six

At the completion of two semesters of instruction, 70% of the students will have a mathematics grade score on or above their actual grade placement as measured by the Metropolitan Achievement Tests. These students that attain sufficient progress during the year will be returned to their regular class.

D. Treatment

Class Size and Organization - The average number of students per class was ten. Classes were conducted during the regular school day. Early elementary, second and third grade students, went to the classes five days a week for approximately 40 minutes daily. The first grade students attended 5 days a week for approximately 30 minutes daily. Later elementary students, grades four, five and six were in classes 40 to 55 minutes daily, five days per week.

Equipment and Materials - The materials and equipment used with each student was determined by his needs. The Stanford Diagnostic Arithmetic Test Level I Form X was administered to determine mathematical weaknesses of the primary grades. Teacher made tests and diagnostic tests used with Houghton Mifflin Modern School Mathematics Structure and Use were other instruments used to determine specific mathematics skills which the student needed help in, and the grade level comprehension. For diagnostic purposes for the

later elementary students, the Stanford Diagnostic Arithmetic Test, Level II, Form X, was used. Individual sheets were kept for each student indicating skills needed. Each mathematics classroom contains materials to improve skills. Materials were used from Houghton Mifflin Company which included: Modern School Mathematics Structure and Use, Revised Edition, 1972 K-6, Modern School Mathematics Diagnostic Tests (for continuous evaluation), placement tests, duplicating masters overhead visuals, Modern School Mathematics tests 1-6, Big Book for Kindergarten level, workbooks, programmed practice books, cassette tapes, recordings, earphones, charts and filmstrips, Manipulative materials used were geoboard kits, colored centimeter rods, open-end abacus, geometric shapes, number lines, concept and skill cards, mathematics games, toy coins, fraction dominoes, chip trading set, fraction bars clocks, mathematics activity cards (laminated), geometric shapes (laminated), flannel board, fractional parts, straws for counters for place value, protractors, compasses, and Gro Chart. Equipment used included record players, overhead projectors, filmstrip projectors, tape recorders, tape-cassette and earphones.

E. Participants

Boys and girls from the first through the sixth grades were involved in the mathematics program. The first graders were recommended by teachers and tested for eligibility. Forty-four first graders were in the program for all year. One first grade student was enrolled for second semester. Second through sixth grade students that were weak in mathematical skills were selected for participation by classroom teacher recommendation, parents, California Achievement Test scores, and Metropolitan Achievement Tests scores. Thirty second grade students, thirty-two third grade students, thirty-eight fourth grade students, fifty-nine fifth grade students and sixty-one sixth grade students were enrolled all year. In for second semester only were one first grader, one second grader, one fifth grader, and two sixth graders. The Metropolitan Achievement Tests, forms F and G were administered for pre and post tests. For all students in the Title I Mathematics Program, the work in the mathematics laboratories supplemented and enhanced the regular classroom lessons. The mathematics test and other materials were different from materials used by the classroom teacher. The Title I mathematics teachers and the classroom teachers coordinated their efforts. In some instances, they worked on the same subject areas simultaneously using different materials. Six weeks evaluation reports were sent home to parents concerning progress that had been made in various mathematical skills.

Staff

Five mathematics teachers and the Title I supervisor were involved in administering the treatment. One of the teachers has a Masters degree, three have Bachelors' degrees and one has a C certificate. The supervisor, who has a 'AA' degree, works closely with the teachers in planning the instructional program. The supervisor plans the testing program and compiles all the data for evaluation.

F. Related Component

In-service training was provided for the mathematics teachers and aides at scheduled times during the school term 1973-74. The schedule of the Title I In-Service Meetings were as follows:

August 28, 1973 - All Colbert County teachers Colbert County High School Leighton, Alabama.

September 6, 1973 - Pre-Service, Conference Room, Colbert County Board of Education, Tuscumbia Alabama.

November 5, 1973 - Conference Room, Colbert County Board of Education, Tuscumbia, Alabama.

December 4, 1973 - Conference Room, Colbert County Board of Education, Tuscumbia, Alabama.

January 23, 1974 - All Title I Mathematics teachers, aides, and supervisor met at Colbert Heights School, Tuscumbia, Alabama in the mathematics laboratory with consultant, Miss Kathy Farrell, Houghton Mifflin Company on use of Modern School Mathematics, Structure and Use.

April 24, 1974 - Title I In-Service, Colbert County Board of Education.

June 6, 1974 - Title I teachers, aides, and supervisor met in conference room with consultants:

a. Mrs. Claudia Hardy State Testing Program
b. Mr. and Mrs. O. White, Title I and State Testing Program, "Interpretation of new print outs for California Achievement Tests for next school year 1974-75"

June 6, 1974 - All Title I mathematics teachers submitted final evaluation reports at the Colbert County Board of Education, Tuscumbia, Alabama.

G. Effectiveness

Grade One - The objective was to have 70% of the students understanding mathematics on 1.9 grade placement by the end of the year. The Metropolitan Achievement Tests, Primer Level, Form F was administered to the first grade students in September, 1973. The post test was given in May, 1974, Metropolitan Achievement Tests, Primary I Level, Form G. Forty-four students were tested. The average grade placement at the end of the year was 2.2. The raw scores showed a gain of 34 more items correct on post test than pre test. For second semester only, one first grader was tested. The pre-test, Metropolitan Achievement Tests, Primer Level, Form F, was given in January, 1974 and the post-test, Metropolitan Achievement Tests Primary I Level, Form G, administered May, 1974 showed a gain of twenty-five more items correct on post-test than pre-test. The grade placement at the end of the year was 1.7.

Grades Two and Three - The objective was to have 70% of the students have a mathematics grade score on or above their actual grade placement as measured by the Metropolitan Achievement Tests, at the completion of one or two semesters of instruction. 30% of the students were to advance their capability in mathematics by at least two months. The second grade students were administered the Metropolitan Achievement Tests, Primary I, Form F, in September, 1973 and Metropolitan Achievement Tests, Primary II, Form G, were given in May, 1974. Metropolitan Achievement Tests, Primary II Form F and Elementary Form G were administered to third grade students. In grade two, there were thirty students tested for all year, showing a one year and four month gain. There were thirty-two third grade students tested and showed a gain of one year and two months gain. During second semester, one second grader participated with a gain of five months.

RESULTS OF TESTING

Mathematics 1974 - 74

| Grade | No. | Pre | Post | Gain |
|---|---|---|---|---|
| 1 | 44 | R510 | 2.2 | |
| 2 | 30 | 1.4 | 2.8 | 1.4 |
| 3 | 32 | 2.3 | 3.5 | 1.2 |

Later Elementary

Grades Four, Five and Six - The objective was to have 70% of the students to have a mathematics grade score on or above their actual grade placement as measured by the Metropolitan Achievement Tests. The Metropolitan Achievement Tests as pre-test were administered in September, 1973 and post-test in May, 1974. The levels given were:

> Fourth grade - Pre-Elementary F, Post Elementary G
> Fifth and Sixth grades - Pre-Intermediate F, Post Intermediate G.

In grade four for all year, thirty-eight students were tested. In grade five for all year, fifty-nine were tested, and one for second semester only. In grade six for all year, sixty-one were tested, and two students participated during second semester only.

Of the thirty-eight fourth grade students that participated in Title I Mathematics Classes all year, nineteen made substantial gain of 1.5 or more, fifteen made moderate gain of 0.7 - 1.4, and four made 0.6 months gain or less.

Of the fifty-nine fifth grade students, twenty-one made substantial gain of 1.5 or more, twenty-nine made moderate gain of 0.7 - 1.4, and nine made gain of 0.6 months or less. During second semester only, the one student made moderate gain of 0.7 - 1.4.

Of the sixty-one sixth grade students that participated in Title I Mathematics classes, seventeen made substantial gain of 1.5 or more, twenty-four made moderate gain of 0.7 - 1.4, and twenty made gain of 0.6 or less. During second semester only, of the two sixth graders that were tested, one made substantial gain of 1.5 or more and one made moderate gain of 0.7 - 1.4.

TESTING RESULTS

| Grade | No. | Pre | Post | Gain |
|---|---|---|---|---|
| 4 | 38 | 2.8 | 4.4 | 1.6 |
| 5 | 59 | 3.8 | 5.1 | 1.3 |
| 6 | 61 | 4.4 | 5.5 | 1.1 |

Summary of progress for mathematics in grade placement for second through sixth grades.

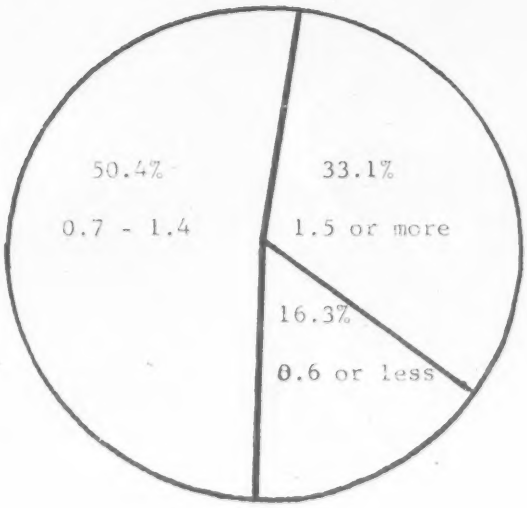
From the total of 220 students enrolled all year in Title I mathematics classes, seventy-three made substantial progress of 1.5 or more grade placement, one-hundred and eleven made moderate gain of 0.7 - 1.4, and thirty-six made little gain of 0.6 or less

From our study this year, 1973-74, it reveals that 33.1% made substantial gain of 0.7 - 1.4 and 16.3 made little gain of 0.6 months or less.

Total Number Students -- 220
All Year Mathematics -- 2nd - 6th Grades

Gain in Title I Mathematics

Classes, 1973-74




Gain in Per Cent
33.1% - 1.5 or more
50.4% - 0.7 - 1.4
16.3% - 0.6 or less
99.8%

Number Students
73 1.5 or more
111 0.7 - 1.4
36 0.6 or less
220 Total

A. Cherokee County Board of Education

B. John B. Graham, Title I Coordinator
Courthouse Annex
Centre, Alabama 35960

Telephone Number 927-3501

C. The objective for later Elementary Math was an average gain of 1.2 years for students participating in the program the entire scholastic year and one month gain for each month in the program for students participating less than nine months.

D. Treatment:

Class size was 8 to 15 students per class. Classroom organization was flexible, individual students desks, tables for group work and areas for teacher-pupil or pairs of students to work.

Equipment and materials used were as follow:

a. A carousel flash-math program was used with group participation.
b. A flannel board with geometric shapes, objects, basic math signs, number line, and fractional parts was used in groups.
c. Level workbooks were assigned and used throughout the program.
d. Mimeographed work sheets were used for reinforcement of skills.
e. Dominoes of two colors were used to teach addition and subtraction facts.
f. Flash-math cards were used individually in pairs or groups of three, as needed to strengthen or as needed for remedial work.
g. A taped intermediate math program was used for variety in introducing new concepts and as a review.
h. Self-teaching arithmetic books were used for individual work.

Devices used to stimulate participants were math games, rewards, and praise.

Classes varied in length from 30 to 50 minutes each day, five days per week, 36 weeks during the regular school term. Due to late funding, some schools had only an 18 week math program.

E. Participants were selected by the regular classroom teachers from the slow learners and underachievers in their class. The Title I teacher gave each participant the California Achievement Math Test to determine if they were eligible for the Title I class.

The Title I staff consisted of degree teachers, the majority having had previous experience as Title I teachers. Their function and responsibility was to give individual instruction in math to each student assigned to their class.

In-service training for staff members consisted of a pre-school workshop and monthly meetings of Title I teachers.

F. Related Component - Parental interest and involvement in the program was a most valuable component of our program this past year. This was evidenced by increased attendance at open-house, more parent-teacher conferences, by visitation of classrooms and by phone calls to the Title I Coordinator about the program.

Title I teachers at two schools were able to confer with a certified psychologist and psychometrist about their tests, and the method to use with certain students. This was of great benefit to the teachers and classes.

G. Effectiveness:

The effectiveness of our program as measured by the California Achievement test was as follows:

| Grade | Pre-test | Post-test | Gain |
|---|---|---|---|
| 4 | 2.7 | 3.9 | 1.2 |
| 5 | 3.2 | 4.5 | 1.3 |
| 6 | 4.2 | 5.7 | 1.5 |

H. Budget:

A total of 197 later elementary students participated in the Title I math program at an average cost per pupil of $89.01. This expenditure reflects teacher salaries and instructional materials only.

# ELEMENTARY MATHEMATICS

A. Jasper City Schools

B. Carolyn Black, Title I Coordinator
Jasper City Schools
P. O. Box 500
Jasper, Alabama 35501
Telephone: 384-6021

C. Objectives:

At the conclusion of this project, 75% of the participating Title I students will have made 1.2 years' progress in mathematics. This will be measured by the California Mathematics Achievement Test. The remaining 25% will make at least .8 months progress.

D. Treatment:

There are five teachers to implement the Title I mathematics program. (These are the same teachers reported in the reading program). The groups were made up of those children whose mathematics performance was below grade level or had some specific problem in mathematics as determined by achievement tests, teacher-made tests and teacher observation. The first grade participants scored below the fiftieth percentile on the Metropolitan Readiness test. The second and third graders scored below grade level on the C.A.T. given in April 1973. These children received help daily from the Title I teacher in addition to their regular math program.

The equipment and materials used in the treatment include the following:

1. Counters
2. Records
3. Supplementary math books
4. Language Master
5. Overhead Projector & transparencies
6. Flash cards
7. Recordings - SRA Drill Tapes
8. T.V.
9. Filmstrips
10. Clocks

These materials were used at various levels to teach, reinforce, and to master concepts and computation.

Our math program was in operation during school hours five days a week for the duration of the school year. The first few days of school were spent in testing to determine needs and weaknesses, and in grouping.

E. Participants:

| | Boys | Girls | Total |
|---|---|---|---|
| First Grade | 24 | 20 | 44 |
| Second Grade | 33 | 22 | 55 |
| Third Grade | 16 | 16 | 32 |

Children who participated in the mathematics program ranged in ages from six to ten. After determining the needs and weaknesses of the children, the teachers worked with those who needed help the most. A wide variety of materials and techniques were used to prevent or remediate the mathematics problem whether it was one of concepts or computation.

The staff involved in the math program included five teachers whose function and responsibility it was to work with the classroom teachers to give additional help in mathematics to those children who needed it.

All our Title I teachers have B.S. degrees. All are experienced and certified in elementary education. Three of these teachers have Master's degrees.

Teacher aides worked with the Title I teachers. Their duties were to relieve the teachers of routine tasks so that she could devote more time to instruction. They have some college training and experience as teacher aides.

F. Related Component:

In-service training was made available regularly for the Title I teachers.

G. Effectiveness:

Methods of evaluation:

1. California Achievement Test
2. Teacher-made tests
3. Observation
4. Individual folders

An analysis of the California Achievement Test scores revealed the following data:

| | Pre | Post | Gain |
|---|---|---|---|
| First Grade | —— | 1.7 | —— |
| Second Grade | 1.1 | 2.5 | 1.4 |
| Third Grade | 2.0 | 3.5 | 1.5 |

Because of improved skills in mathematics, these children are more likely to experience success in other academic work. This, in turn, will bring about an improved self-concept in these children. As soon as the child's work improves to a point that he can function in the regular classroom, he no longer has to workwith the Title I teacher.

TITLE I ESEA EVALUATION REPORT 1973-74 - TEACHER AIDES

A. Crenshaw County

B. Samuel M. Carr
Title I Coordinator
P. O. Box 187
Luverne, Alabama 36049

Telephone No.: (205) 335-5306

C. The specific objective for using teacher-aides in the kindergarten was to provide more time for teachers to make classroom preparation and to give more individualized instruction.

To achieve the above objective the following must be accomplished:

1. To assist the classroom teacher with audio-visual materials, record keeping and preparation on instructional materials.

2. To help slow groups and reinforce learning.

3. To keep the class roll, academic records, and file data.

4. To help provide students with varied activities in music, rhythms, physical education, games, etc.

D. Nine teachers and five teacher-aides were involved in the kindergarten program.

E. All the aides have had college experience. Two aides have above two years in college and four are enrolled in college night classes for academic credit. All of the aides were competent and familiar with the use and operation of audio-visual equipment and duplicating machines.

F. Teacher aide training was done through workshops and regular meetings of aides held at in service meetings during the regular school year. The aides attended the county wide workshops where they were in classes with regular classroom teachers and Title I teachers. This gave them background and experience that enabled them to have a better understanding of classroom problems. Emphasis was placed on how to use certain materials to accelerate the slow learner. At one of the workshops each aide was taught how to use equipment, namely: projectors, filmstrip machines, phychotechnic machines and any other with which she might not be familiar.

Crenshaw County

G. The workshops for training the aides were conducted by consultants from Auburn University at Montgomery and the State Department of Education. The total educational staff of Title I which included reading teachers, math teachers, supervisors, and Title I coordinator shared in the training experience of teacher aides.

H. The teacher aide program proved to be one of the most effective programs under Title I funds. The teachers felt they could carry on more activities, have better discipline and better meet individual needs with the assistance of the aides.

Teacher aides helped the teachers in various activities. Some of the duties performed were:

1. Assisted in preparing duplicated materials and teaching materials.

2. Prepared and arranged bulletin boards, worked with individuals and groups.

3. Operated the projector, filmstrip machine and other audio-visual aids.

The most important aspect of using the teacher-aides is the child. By using aides and enabling the teacher to give more individual attention to deprived students a difference in attitudes, discipline and achievement has been made.

A. PIKE COUNTY BOARD OF EDUCATION

B. Mrs. Eloise Kirk, Title I Director
Pike County Board of Education
317 Montgomery Street
Troy, Alabama 36081
Telephone 566-1617

C. Teacher Aide Objectives:

To assist the teacher in order that more individualized and small group instruction can be provided and that handicapped children's personal needs can be cared for in the classroom.

D. One aide served only the physically handicapped class. After full funding in the Spring, aides were placed in the rooms of all nineteen teachers on a part time and full time basis. Pre-school teachers had an aide for a half of the day. Reading teachers had full time aides. The objective for the aides employed late in the year was the same as the one in C, except they were working with eight pre-school teachers, ten reading teachers and one special education teacher in the EMR exceptionality.

E. All the aides who were employed had a high school diploma or more. Five aides had college degrees in elementary education and five aides had one or more years of college. All teacher aides met the requirements to receive certificates from the State Department of Education. The aides were given in-service training in the use of media, interpersonal relationships and individualized instruction. They also attended some in-service meetings with the teachers.

F. The schedule for the full time aides was from 7:45 A.M. to 3:15 P.M., five days per week, thirty-six weeks per year. The part time aides were in the Career Opportunities Program as college students and their schedule was three hours a day, five days a week for fifty days.

The training sessions included two full days at the beginning of employment and one half day a month throughout the year. The training included:

1. Local Production
   a. Making transparencies
   b. Making charts, posters, and flash cards
   c. Videotaping
   d. Making audio tapes
   e. Making slides

F. continued

2. Operation of hardware
   a. Eight milimeter projector
   b. Sound filmstrip projector
   c. Filmstrip projector
   d. Sixteen milimeter projector
   e. Overhead projector
   f. Opaque projector
   g. Audio tape recorder
   h. Cassette recorder
   i. Disc record player
   j. Previewer
   k. Listening stations
   l. Thirty-five milimeter carousel
   m. 3M copiers
   n. Elementary typewriters
   o. Duplicating machine
   p. Video tape recorder and camera.

G. The following personnel was utilized to provide training:

1. The Title I Director - certified library media specialist who has conducted numerous workshops for aides and teachers.
2. Media aide - has been involved in two Title III projects which provided in-service programs in media for twenty-three school districts.
3. Teachers in the program provided training in production of materials, individualized instruction, and skill building.

H. The teachers were able to provide more individual assistance for each child while the aides worked with small groups. The aides used flash cards, programmed materials, films, filmstrips, tapes and books to work with the students. They read stories to the students and assisted them in selecting books and media from the libraries. The aides also set up and operated hardware for individual students and for the whole group.

PICKENS COUNTY
FY 84
Teacher-Teacher-aide

# TEACHER/TEACHER-AIDE PROGRAM

A. Pickens

B. Contact: Hazel J. Mullenix
Box 32
Carrollton, Alabama 35447
Telephone: 367-8102

C. Objective: To assist the Title I academic program in meeting its objectives by providing effective support to these programs through the utilization of para-professional assistance.

D. Persons Involved:
Teachers: 21
Aides: 21
Staff Members (Professional): 3
Staff Members (non-professional): 3

E. Characteristics of Teacher Aides:

Experience: 1-8 years as aides (average 4 years)

Academic background:
High School: 17
1-2 years college: 2
3 or more years college: 2

Involvement: 7 aides, or appoximately 1/3 of total, were parents of participating Title I pupils at time of employment.

F. Training:

14 of the 21 aides working in FY 74 received a minimum of 5 weeks' instruction in EPDA grants during previous summer sessions for the training of teacher aides. All were involved in approximately 16 hours' local inservice during the year, including orientation to the program, techniques in preparing classroom materials, equipment operation, test administration, and understandings of the learning process. Approximately 10 clock hours of these activities were shared with teachers. In addition, both aides and teachers participated in all local faculty and county-wide inservice activities.

G. Persons providing training:

The 3 professional Title I staff members and 3 non-professional members assisted in aspects of the training programs. A total of 8 consultants including general fund teachers, State Department of Education consultants, college and university teachers, professional employees of other LEA's, and suppliers and representatives of educational equipment and materials were utilized. All local professional personnel hold MA degrees and have at least 6 years' experience with the Title I program in leadership roles.

PICKENS COUNTY
FY 74
Teacher/Teacher-Aide

H. Teacher aides assisted classroom teachers in various ways suitable to the program to which they were assigned. Assistance most often itemized by teachers in their evaluations included the following:

1. Duplication of materials
2. Physical maintenance of classroom study centers, bulletin boards, materials, and equipment
3. Clerical details in instructional program, such as checking attendance, recording scores, checking written work
4. Tutoring individual pupils and small groups
5. Physical care of children

EVALUATION REPORT OF THE TEACHER AIDE PROGRAM

A. Anniston City Schools

B. Mrs. Velma Curry
P. O. Box 1500
Anniston, Alabama 36201

Telephone Number: 236-1561

C. OBJECTIVES

1. General Objective

The primary purpose of the teacher aide program was to improve the general performance in terms of student achievement in the area of reading by providing more individualized instruction to children who were enrolled in the Title I reading program.

2. Specific Objectives

(a) As a result of more individualized instruction and drill activities by the Title I teacher aide program, pupils in grades 1-8 will, on the average, demonstrate one month's gain for each month of instruction in cognitive skills as measured by the total score on the reading subtests of the CAT.

(b) Pupils in grades 1-8 will respond positively toward reading as observed by their readiness to participate in the reading activities and by the number and kinds of books they read during the year.

D. STAFF

Thirteen (13) teacher aides were employed under the Title I program for the 1973-74 school year.

E. EXPERIENCE AND TRAINING

All of the teacher aides are high school graduates and four are presently enrolled in undergraduate programs. The majority of the aides have been employed by the system for several years. Attached is a detailed listing of experiences and training for the teacher aides employed under Title I.

F. TRAINING PROGRAM

In-service training sessions throughout the school year have provided approximately 20 hours of instruction in specific ways to assist the Title I teacher. The specific training for teacher aides for particular responsibilities has included the following:

1) Preparation of instructional materials
2) Operation of audio-visual equipment
3) Instruction in the techniques involved in testing and in performing supervisory duties in the classroom

G. TRAINING STAFF

The number of people within the school system who provide training for the teacher aides includes the following: thirteen (13) Title I teachers, a Title I coordinator, media specialist, and the school principals. Each person providing training for the teacher aides holds a professional certificate and has had a number of years experience in planning or directing the work of his/her department.

H. EFFECTIVENESS OF THE TEACHER AIDE PROGRAM

The teacher aide program has been most effective in relieving the Title I teacher of routine duties. As a result, more time was spent by the teacher in teaching, planning, and devising ways of providing individual needs, selecting materials, and prescribing the best instructional program for each Title I student.

Specific activities that Title I teacher aides performed included the following:

1) Worked with individuals and small groups of children
2) Set-up and operated audio-visual equipment
3) Prepared stencils, reports, materials, etc.
4) Did clerical chores (typing, filing, reporting, duplicating, etc.)
5) Supervised independent study activities
6) Designed and prepared bulletin boards and performed routine housekeeping duties
7) Escorted pupils to and from the Title I classroom
8) Read to students and reinforced specific skills with games
9) Checked work and tests

SYSTEM: TUSCALOOSA CITY

PARENT AND COMMUNITY INVOLVEMENT

A. Name of L. E. A.

Tuscaloosa City System

B. For Further Information

Mrs. Roberta Stark Weisberg, Title I Tester/Evaluator
Tuscaloosa City Schools
1100 21st Street, East
Tuscaloosa, Alabama 35401 Telephone: 759-5705

C. Objectives

A major component of the Title I Program has been to encourage parents of participating youngsters, as well as interested members of the community, to come to the schools to observe and learn about the Title I programs, so that they may assist at school, at home, and within the community to heighten the effectiveness of children's learning and ultimate school success.

D. Procedures Used For Stimulation

1. Invitations were sent to encourage parental visits to events such as "open house", plays, parties and other special programs.

2. Schedules for classroom visitations and conferences to inform parents about the specific program and the child's adjustment were arranged.

3. Newsletters and other notices describing Title I Program activities were sent throughout the year.

4. Lists and booklets were sent home with helpful suggestions for parents to use with their children.

5. Special P.T.A. meetings to inform parents and community members about Title I were held.

6. Telephone calls to parents and community members determined activities they could assist with at school; sometimes they were asked to help at parties, go on trips, serve as special resource people, repairmen, provide material, etc.

SYSTEM: TUSCALOOSA CITY

7. Home visits were scheduled, both to discover background information about the child and to make some direct personal contact with the parents.

E. Activities Involving Parents

1. Attending special programs to learn about Title I activities and meet other parents of Title I children

2. Visiting the classroom during the school day to watch teacher and children working together

3. Assisting at parties, on field trips and during outdoor play

4. Coming to school to share lunch hour with their children

5. Reading stories to children

6. Grading informal tests

7. Assisting children at school to make special craft items

8. Supplying materials for arts and crafts activities

9. Learning about the curriculum by attending a "mini day" as a student in a particular Title I program

10. Meeting at a local community center with parents and social worker to discuss behavorial management of children at home and school

11. Making equipment for classroom at night workshops

12. Serving as tutors on a planned activity schedule

F. Benefits of the Program

1. Children

A. The concern displayed by school personnel to actively establish communication with parents and community made the children aware that their achievement and behavior were important to others.

B. Parent visitations and other means of school contact underscored the fact that parents were interested in their children's education and proud of their accomplishments.

SYSTEM: TUSCALOOSA CITY

C. When parents assisted their children with academic activities suggested by teachers, children became aware of the mutual respect their parents and teachers had for each other, as well as for successful school achievement.

2. Parents and Community

A. Creating the opportunities for direct contact between children, teachers and principals established a foundation for further communication throughout the year.

B. Special programs informed citizens of the philosophy of Title I and how Tuscaloosa City Schools implemented programs to assist many of its children.

C. Parents became more sophisticated about current educational philosophy and techniques which are effectively used in teaching children.

D. Parents were encouraged to react to what they saw and suggest ways they thought Title I funds could more effectively be used.

E. Members of the community became aware that they had needed skills which, when shared with children, greatly heightened the effectiveness of the Title I programs.

3. School

A. Attention to the needs of educationally disadvantaged children, with the use of Title I funds, has meant additional professional personnel, equipment and materials for schools which were in great need of such assistance. Children were either given teaching remediation so they may return and succeed in the regular school programs, taken into Title I special education classes where a curriculum geared to their special needs was used, or began school in kindergarten to better prepare them for future academic and social success in school.

SYSTEM Morgan County

Evaluation of a Parent and Community Involvement Program.

A. Morgan County Board of Education

B. Delmer Bagwell, Title I Coordinator
Morgan County Board of Education
P. O. Box 1863
Decatur, Alabama 35601
Telephone - 205-353-6442

C. Project Objective - The objective of our parent and community involvement program in relation to our Title I Project is to bring together the child, the parent, the school, and the community in an organized effort to improve conditions for the economically and/or educationally deprived children in the community.

Since the child depends upon the home and his parents for early guidance which molds and develops his character, faith and confidence, we feel that the parent should be aware of the child's school activities and be able to communicate with him about his school problems. If the parent can become involved with the child in our Title I program, it gives the child extra encouragement to do his best. All students enrolled in Title I Programs are encouraged to take part in community activities. It is felt that this involvement on the part of the students gives them a feeling of confidence and a sense of belonging. Not only does a good parent relationship help the child but it improves the parent's opinion of the school and gives them more confidence in the Title I activities and the school in general.

D. Procedures Used to Stimulate Parent Involvement - Our parent and community involvement stems from our Parent Advisory Committee. This is a committee of parents chosen from each eligible Title I school district to represent their school district in working with the Title I staff in planning and implementing a Title I Program to meet the needs of their respective communtiies. The representatives of this committee are usually the chairman of each school district's local parent group. This provides a way of disseminating the actions of our Advisory Committee to the local groups. To help stimulate interest on the local level each school has a Parent Day where all of the parents of the students in Title I activities are invited to the school for a special day. The parents are informed on the Title I program and how they function. The parents are encouraged to organize, elect officers, and plan a program for the year. They usually plan to provide volunteer help as aides, chaperones, or resource service. The parents usually eat lunch in the school lunchroom as guests of the school. Projects for Title I children are discussed and suggestions for better means of implementing these projects are requested. Parents are encouraged to take part in a three-way conference in which the child, parents, and teacher exchange ideas of how to work together more effectively. Such conferences help the parents to realize that improvements are aimed at enriching the life of each individual child as well as their own.

SYSTEM Morgan County

Most schools in our system keep a human resource file of community members who have particular experiences or a special knowledge and a willingness to share it. In our area we have two unique services or programs, the Space Program and the Browns Ferry Nuclear power plant. These programs are a source of interest to all children and parents who work there are always welcome to visit our Title I Programs and explain their part in these vast activities.

E. Activities in which parents were involved are as follows:

1. parents helped chaperone groups to the following places.
   a. local field trips where biological specimens were collected.
   b. visitation with group to museums.
   c. went with group to state capitol and Department of Archieves and History.
   d. visited the court house and fire departments in both Decatur and Huntsville.
   e. visited the local garment factory to see how clothes are made.
2. parents visited the schools and actually helped the teacher work with the children as aides.
3. parents worked with students in preparing exhibits for the county science fair.
4. parents with special skills gave lectures and demonstrations on simple phases of electronics that was of interest to students.

F. Analysis of benefits derived from involvement - The benefits derived from the involvement of parents and the community are very numerous. Some are tangible as well as intangible. As a result of individualized help many students were able to move themselves ahead rather than fall farther behind their grade level. Projects involving parents and the community benefits the children by giving them a feeling of security and a sense of pride in being able to accomplish a worthy goal. Some of the tangible benefits are as follows:

1. Negative attitudes of parents changed when they experienced at first hand the problems teachers encounter in teaching and especially the slow learners.
2. attitudes of both parents and students improved because they understand themselves better and also each other better than before.
3. As a result of this involvement, parents are helped themselves by understanding some of the modern trends in teaching and learning.
4. Test gains have been greater each year not only with the Title I children but also throughout the whole school system.
5. The whole community benefits through better public relations, better PTA, a more cooperative student body, and future leaders for school and community.

Most educators will agree and subscribe to whatever helps the child also helps the parent. When a child is successful, the greatest benefit to the parents is the sustained feeling of his contributions to a job well done. They have more pride in their community, in their school, and in the accomplishments of their children. Through constant

SYSTEM Morgan County

interpretation of the project by the Title I staff and conferences with parents by teachers, and above all the success of the children who are enrolled in this program, the attitude of parents toward the school are improved.

SYSTEM Muscle Shoals Board of Education

Parent and Community Involvement

A. Muscle Shoals Board of Education

B. Mrs. Lenita Bond
Howell Graves School
Wilson Dam Highway
Muscle Shoals, Alabama 35660
383-2269

C. The objective of the parent and community program included: forming an advisory group composed of parents of Title I children in the preschool program and reading program. The Federal Aide Coordinator, principal, and Title I Coordinator also were members of this committee. They met at regular intervals to discuss needs and review the present Title I program. Through these meetings, the school was made aware of needs of the community and was more proficient in determining the curriculum for these children. All mothers of preschool children were encouraged to participate in specific classroom activities and field trips. Title I parents who had children in the reading program were encouraged to work in the Volunteer Reading Tutor program.

D. A Title I newsletter was sent to all parents informing them of current activities. Parent-teacher conferences were held at the end of each semester to review each child's progress, and a written evaluation was made twice a year. During open house, instructional materials and equipment were displayed and demonstrated. Volunteer reading tutors were given a twenty-hour training course to prepare them for working with children with reading problems.. A certificate was presented upon completion of the training, and service pins were awarded at the end of the year at a special tea honoring them.

E. Parents assisted the preschool program in activities concerning:

1. cooking
2. woodwork
3. art work
4. field trips
5. ceramics
6. special music
7. field day activities

Parents assisted the reading program in:

1. Tutoring on a one-to-one basis
2. Use of special reading machines
3. Assisted in phonetic skill drills
4. Aided in preparing materials

F. Through the formation of the advisory committee, we established the needs of the deprived children in our community and set up a program to meet these needs.

SYSTEM Muscle Shoals Board of Education

Through conferences with parents, the problems and needs were clearly understood and by working together, the child's needs were met.

Through the Volunteer Tutor program, the community was made aware of the needs of some children who require individual instruction. This program greatly benefited those children who participated in many ways. They were made more secure by knowing someone cared enough about them to come twice a week to help them with their reading. As they were encouraged, they began to try harder, and academic progress increased.

Parents involved in the preschool program helped to carry out a structured readiness program necessary for success in the first grade. These children should experience success in the first grade, thus setting the tone for their entire school career.

SYSTEM Coosa County

Individual Case Study of Effectiveness

A. Coosa County

B. Carol Jackson
Kellyton Jr. High School
Kellyton, Alabama 35089
Phone: 234-3979

C. Remedial Reading

D. Narrative Description of Individual Prior to Treatment

Student "A", a second grader, lives at home with his mother, father, four older brothers, and one older sister. The whole family lives in a small mobile home, too small to accommodate eight people, thus making their living conditions very cramped with little or no privacy. His father is unable to work because of poor health, so his mother works at a textile mill to support the family. "A" is a thin person with a pale complexion. His family, for the most part, looks undernourished. His father seemed rather unconcerned about the child's welfare, thus giving him a feeling of insecurity.

"A" was selected for reading this year because his reading scores on the CAT were 0.6 at the end of his first year of school. The guidance counselor and the teacher felt that he certainly needed extra help if he was to succeed in the second grade.

"A" came into the reading laboratory as an introvert, quiet and timid. His shyness may have been induced by his inability to read. Early in the year it was quite evident that he demonstrated a very low frustration level. When reading orally, for instance, if he could not pronounce a word, he would become angry with himself. He strongly resented having to be corrected by the teacher or his classmates. Often times if "A" had trouble reading, he would withdraw, and usually he would give up completely. On an oral reading test administered at the beginning of the year, he was unable to read on the first grade level. He would either guess or substitute words for the words that he did not know. As a result of reading so slowly and mispronouncing so many words, "A" very seldom could comprehend what he had read. Also, he ignored all punctuation marks.

E. Narrative Description of Treatment

The teacher felt that "A's" greatest need was the ability to call words. The first semester, for the most part, was spent helping him develop word attack skills. As a corrective aid, at the beginning of each class period, The Sound Way to Easy Reading which consists of fifteen charts and records was used. The child watches the charts as he hears and says each word. These charts and records give pupils complete mastery of one hundred and twenty-three basic phonic sounds in word attack and reading.

SYSTEM Coosa County

The Basic Reading Series published by the SRA Reading Program which consists of readers and workbooks was also used two or three times a week to help the child develop word attack skills. Learning the skill of decoding is the primary focus of the Basic Reading Series, and it enables the child to develop word attack skills inductively. For use along with this reading program, BRS Satellites were used as supplementary reading selections. There are two copies of each selection, printed on individual cards, and they are written with the same sequenced vocabulary as the student readers. The SRA lab Ia was also used at least once a week, and it proved to be quite effective.

During the last semester, the teacher began letting the children read on the EDL Controlled Reader which emphasizes both vocabulary and comprehension while reinforcing the reading pattern of left to right. The children would read stories on their level and then answer questions about the stories. For "A", the controlled reader was successful.

Also, at various times, the pupils worked on contractions, synonyms, antonyms, homonyms, compound words and phonics rules. For this work, two workbooks, Conquest in Reading and The Magic World of Dr. Spello were used. For enrichment and pleasure throughout the year, such word games as "Look" and "Consonant Blend Bingo", etc. were played.

During the year the teacher often discussed "A's" progress with his classroom teacher and they made a special effort to correlate their work to meet his needs.

F. Narrative Description of Individual After Treatment

As "A" began gaining more self-confidence, a noticeable change in his attitude was apparent. He was not nearly as shy as he had been at the beginning of the year. He would volunteer to read orally, and he was extremely eager to participate in class. Toward the end of the year, making mistakes did not dishearten him as it had done earlier. When he made a mistake, most often he would correct himself quickly. Reading well became a challenge to him. His entire personality seemed to change for the better. He was more out-going at the end of the year. His improvement was so great that his classmates noticed a difference in him and even remarked about how well he was doing. By letting "A" read orally as much as possible, the teacher was able to explain meanings to the words that he was not familiar with, thus expanding his vocabulary.

Throughout the course of the year, "A's" reading ability continued to improve. His April, 1974 CAT scores illustrate the progress made this year. Reading more accurately brought his CAT comprehension score up from 0.6 to 3.3, and he brought his vocabulary score up from 0.6 to 3.6. Considering his home life situation, and his poor start in school, one can appreciate the excellent progress "A" made in all areas.

Selma Public Schools
Selma, Alabama

CASE STUDY - Elementary Remedial Reading

A. LEA: Selma Public Schools

B. CONTACT: Ray S. Randolph, P. O. Box F, Selma, Alabama
Telephone: 205-874-7010

C. REMEDIAL READING

D. PRIOR TO TREATMENT:

Student A, a boy in the sixth grade at Knox Elementary School, was chosen for the case study. At the beginning of the school year, he was found to be very quiet and rather mature in actions. It was noted that he had a good relationship with all of his classmates and was a leader in the 6th grade class. He did seem to have some emotional problems which stemmed from troubles at home. Many days we would cry at the end of class saying he didn't want to go home and face the problems.

Although "A" was a cooperative student who seemed to put forth much effort on the task at hand, he did seem to resent not being able to read well. He had been in the reading program the year before. One year of remediation was not enough; this child continued to a slow reader. Entry scores for the year 1973-74 were as follows: Vocabulary: 2.8, Comprehension: 2.7, and Reading Average: 2.6.

Both his oral and silent reading levels were found to be higher than his other skill levels. His word attack skills did appear somewhat average but after administering the Fountain Valley Tests, he was found to be at third gradelevel in the following areas: vocabulary skills, study skills, and phonetic and structural analysis.

E. TREATMENT:

Special attention and individualized instruction proved to be the effective tools of remediation. A good teacher-pupil relationship was established at the beginning of the year making it easier to begin the remediation process. The general outline that was followed was that of the multi-media laboratory approach. "A" began work on the third grade instructional level, working at one or two centers a day for five days a week. Here efforts were made to develop skills in phonetic analysis, structural analysis, vocabulary, and comprehension.

Centers included areas such as: listening, visual, creative, teacher-directed, free reading, and independent activities. If the child finished his work early he could go to the game center for the last few minutes of class. Since "A" was in the last reading class, he was always enthusiastic about helping put the machines away and cleaning the classroom.

The teacher-directed activities such as oral and silent reading, worksheets, games and drills were used to broaden his reading habits. The free reading center which consisted of library books, basal readers, and games also proved to be effective in the remediation process.

F. AFTER TREATMENT:

Testing in April, 1974 with the California Achievement Test showed that Dan had improved considerably. Grade Placement Scores obtained for the 1973-74 school year are indicated below:

| | Vocabulary | Comprehension | Average |
|---|---|---|---|
| April, 1973 | 2.8 | 2.7 | 2.6 |
| April, 1974 | 4.7 | 3.6 | 4.3 |

The scores evidenced a gain of one year nine months in vocabulary, nine months in comprehension, and a gain of one year seven months in overall reading for the September through April instructional period.

Records indicate that "A" mastered all the skills on the third grade level and continued to progress rapidly. Even though he was absent for some time due to measles, this student was still eager to learn and to do extra work. It was a pleasure to teach him and it was most rewarding to see the progress made by him, both academically and socially.

Elba City Schools

A. Elba City Board of Education

B. Sara D. Sharpless
705 N. Claxton Avenue
Elba, Alabama 36323
Telephone: 897-6036

C. Remedial Reading, Title I

D. David was a fourth grade boy, reading on a second grade level when he entered the reading class. His reading level was determined by scores made on the Stanford Achievement Test. He was very energetic, almost hyperactive, and boisterous at times. He demanded a great deal of attention, but showed very little interest in reading. Test results showed he had not learned basic fundamentals for reading.

E. David was given more tests, in order to find his strengths, weaknesses and his reading level; then he was placed in individual work, in which he could succeed, without constant supervision. This seemed to build his confidence, and he always enjoyed the praise.

The first semester was spent largely on word attack skills and building vocabulary. Materials used were Barnell Loft, flash words, SRA word game, the Hoffman program, Dolch word list, puzzles and games, filmstrips and overhead projector.

The last semester was concentrated mainly on comprehension, phonics, speed and pleasure reading. He has used filmstrips, SRA lab, controlled reader, Reading Thinking Skills, Developing Reading Skills, tapes and Reader's Digest.

The teacher worked closely with David's home-room and level teachers and tried to correlate materials used in the reading lab with materials used in the classrooms.

F. David's new interest and capability in reading has carried over to other areas of work. He has shown progress in all of his subjects according to his teachers. He has earned and learned self confidence. He has become very cooperative and now has a desire for self improvement.

His test scores:

| | Sept. '73 | May '74 |
|---|---|---|
| Stanford Achievement | 2.0 | 4.1 |
| Boyyomeyer-Diagnostic | | |
| Spelling Test | 2.4 | 4.4 |
| Sort | 2.1 | 4.4 |
| Dolch Word List | 181-2.3 | 218-3.6 |

SYSTEM Morgan County

A. Morgan County

B. Dorothy Beavers
Route One, Box 50
Tuscumbia, Alabama
Telephone - 205-383-0175

C. English Reading Program

D. Narrative Description of Student

Student was referred to remedial reading as she was entering the fourth grade. She was nine years old and had not repeated a grade. Observation of her work revealed that she had made little appreciable progress in her academic work.

Student lived in a home with her two foster brothers and her foster parents. The foster father held a respectable position as a leader within this town. The education of student's parents was above average which enabled them to know and understand the procedures of education. They had no problems with their sons' school achievements. The parents were anxious for her to excel in school. Her father informed her teacher of her past experiences. The following account was given:

> Student has been taken out of the home of her natural parents. She was the oldest child within her family which contained several younger children. She had in her own way sheltered and provided for her younger siblings. Student had lived in a number of foster homes before she met her present family. One of the previous homes contained many children. She adjusted to this family. There seemed to have been mutual affection between her and the family. Her stay with the above family ended. She was later placed in her present foster home. These parents were genuinely interested in her welfare.

Student was an attractive girl with light brown hair. She had a beautiful complexion. Her hair was cut into a shag style. She was clean and dressed neatly. Her size was that of an average fourth grade student.

She had not developed good work habits. Her writing was a mixture of upper and lower case letters. Her written assignments were finished quickly. Most of the time they were done the wrong way. Talks with her home room teacher indicated that she functioned below grade level in all subjects. Her attitude toward reading was hostile. Her choice of friends in the reading room were students with negative attitudes toward learning to read. She enjoyed lugging a large stack of books. Most of these books were too difficult for her to read. Her selection of books from the school library was made up mostly of art and craft books. The art items she made were only the ones she could look at the pictures and construct. No art projects were done that required her to read the directions. Usually, her notebook was filled with paper. She sat and copied materials from workbooks or other books that she was supposed to have read or done assigned activities. When she was confronted concerning not doing her assignments, she replied by asking, "Do I have to do this dumb old thing?" Sometimes she gave her teacher a long cold

SYSTEM Morgan County

hard stare and sighed. Her head bobbed.

A few of the students called her foster child. She retaliated by calling them names. Many times her behavior was defensive. She enjoyed receiving attention.

Tests revealed the following:

California Achievement Test, Level 3, Form A
Vocabulary 2.2, Comprehension 1.0, Total reading 1.4, Rank 3 in Percentile.

Diagnostic Tests of Word Perception Skills: inability to say consonant sounds, inability to say vowel sounds, a lack of skills needed for sounding words, inability to read words that contained prefixes and suffixes.

E. Treatment - The program of training for her was as follows:

1. found her areas of interest
2. read materials at comfortable level of difficulty
3. studied the consonant and vowel sounds
4. blended sounds
5. encouraged recreational reading in the classroom and at home
6. provided varied interest reading materials
7. conferences were held with her
8. materials were used to foster comprehension

The following materials were used:

Phonovisual Consonant Chart, Phonovisual Vowel Chart, Phonovisual Consonant and Vowel Activity Book, SRA Lab 1b, Reader's Digest Skill Builders, library books, books from the reading room, EDL filmstrips, McCall Hardy.

The above program outlined was carried out during thirty-two weeks of the school year. Classes were held forty-five minutes for five days each week.

F. After Treatment - Student presented a verbal battle before doing an unwanted assignment. Sometimes she showed resentment for work by grabbing her pencil and scribbling angrily. She wanted to make good grades but did not want to spend the time needed to do acceptable work. She strived on the few above average grades she made. These papers were filed away in a section of her notebook and displayed. She was often sent back to do work that she had skipped. Student knew she had to earn the grade she received.

Her remedial reading teacher believed this student had come in the realization that certain standards of performances were expected of her by the school. She also knew that her parents were aware and in accord with the requirements of the school.

She is to be retained in the fourth grade by request of her parents. The California Achievement Test revealed the following: Vocabulary 1.8, Comprehension 3.4, Total reading 2.5.

A. Pike County Board of Education

B. Gayle Skipper
Pike County Board of Education
P.O. Box 456
Troy, Alabama 36081
566-1850

C. Case Study - Physically Handicapped Class

D. This child, an eight year old black female, entered the physically handicapped class at the beginning of the 1973-74 school year. She had had one previous year of school in the first grade at Pike County Elementary. The student made no academic progress in the first grade and was recommended for special education. She was placed in the physically handicapped class due to an orthopedic problem and a very low I.Q. It was also suspected that she may have had vision and/or hearing problems.

Upon entering the class, this student did not talk at all. She would leave the room without permission and wander around the building looking into other rooms. She frequently got lost coming from the bus to the room. Her coordination was very poor in both gross and fine motor movements. She frequently fell in the room and bumped into people and objects. She even had trouble putting on her coat or sweater. Carrying her notebook easily threw her off balance. She did not know how to hold a pencil, use crayons, or cut with scissors.

The student was definitely not ready for any type of academic work. Her experiences had been so limited that she did not even realize that pictures were representing something. She had no idea what to do with any of the puzzles and games in the room. Her attention span was very short and she did not participate in group activities.

E. The student was accepted at the level she was on. Everyone in the class was encouraged to talk to her, and she was encouraged to make her wants and needs known by speaking. She was not allowed to leave the room without making an effort at asking permission, even if her words were unintelligible. The teacher aide checked on her in the mornings so that she learned the way to the room, and the aide helped her find the way back to the bus in the afternoon.

Experiences with books and magazines were provided, as well as free access to puzzles and games. The Frostig Program was used daily to improve visual-motor coordination. Peabody Language Development Lessons from Level P were also used daily for the entire class to encourage language development.

Physical problems were referred to the Title I Health Nurse. She screened the student for vision and hearing problems, but the student could not respond to the tests. An appointment was made for her with the Crippled Children's Service by the nurse. Participation in physical education under Project PEP was included for this student. Physical activities corresponding to her abilities were participated in daily.

F. Much progress has been made by this child during the year. She now speaks freely and even participates in group activities and discussions. She no longer gets lost or leaves the classroom without permission. Her coordination is still poor, but it is greatly improved. She can write the first letter of her name and signs all papers with this letter. She can match colors and color simple pictures such as fruits. The student has not yet learned to cut on lines.

A major breakthrough came about the middle of the year when the student recognized a picture of a watermelon and called its name spontaneously. She now recognizes that pictures have meaning. The student is very anxious

to please the teacher and seeks contact by volunteering answers to questions and so forth. She has learned some housekeeping duties related to the classroom and has become a functioning member of our class.

A. Tuscumbia City School System

B. Mrs. M. J. Singh
P. O. Box 521
Florence, Alabama 35630
Telephone: (205) 764-1043

C. ESEA Title I Math

D. Jeff Kendall (fictitious name) was an emotionally insecure and very temperamental third grade student. He was very aggressive in his behavior and had very strong feelings of racial prejudice. He loved to hurt his peers physically or by words and often indulged in unbecoming behavior only to be noticed.

Jeff came from a large, deprived family. He had a very poor self-image and lived with the firm conviction that no one liked him at home, school or anywhere in this world. He was a very sensitive child and suffered perpetually because of the consciousness that he was never attractively dressed or physically well taken care of. His clothes were always dirty and he seldom took a bath.

Jeff is a hyperactive child and was disinterested in his work. He resisted both praise and punishment and had very little respect for either authority or sympathy.

E. On the basis of the Key Math individual test Jeff was placed at level 1.3 and his accomplishment level on the CAT was 0.7. It took a very long time to develop a comfortable situation where Jeff could be reached reasonably. He was a very slow worker. He hated to be "different" in any way and would co-operate to work only if he had the same assignment or activity as the others in the group.

Because of his very short attention span and total lack of interest in his work, a variety of activities were planned for him every day. He would not even enjoy playing educational games because not only did he hate to lose at anything, but he also wanted to be a leader. In view of the nature of his typical behavior problems and on the basis of the Consultants' recommendations, top priority was initially placed on helping him to modify his behavior. He was promptly referred for counselling by the mental health consultant.

The counselor had many sessions of personal conferences, subtle talk about physical hygiene and encouraging remarks about personal appearance were resorted to with considerable success. Praise for using polite language and co-operating with work assignments was an effective means of getting positive response from him.

Tuscumbia City School System
FY 74

F. During the course of the year many positive changes were noticed in his behavior. He seemed to be a much more responsible, better adjusted and social child. To create security and confidence, many class responsibilities were given to him. Physical touch and interest in his personal life outside of the school established in him feelings of being wanted, loved and cared for.

During the mid-term testing in January, Jeff showed an improvement of 1.1 on the CAT and at the end of the year he showed a gain of 1.9.

It was very encouraging and rewarding to see this total improvement in Jeff. He has a long way to go still and needs a lot of love, understanding, encouragement and help to create in him the positive feelings of wanting to work and being happy.

CASE STUDY

A. Lauderdale County

B. Mrs Virginia Sanders
3006 Lafayette Avenue
Muscle Shoals, Alabama 35660
Phone - 381-2907

C. Individual Title I Reading Case Study

D. Objective Data:

Name: "Rex Macon" Birth: September, 1966 Grade: 2

Rex was given the Language Tests of Basic Experiences Level L. The results were as follows:

| | Raw Scores | Precentile | Stanines |
|---|---|---|---|
| Language | 21 | 50 | 5 (average) |
| General | 20 | 59 | 5 (average) |

The expectation of success was good.

The California Reading Achievement Test was administered in September, 1973 and May, 1974. The results were as follows:

September, 1973

| Raw Score | | | Grade Placement | | |
|---|---|---|---|---|---|
| RV | RC | RT | RT | RC | RT |
| 15 | 11 | 26 | 1.1 | 1.7 | 1.1 |

May, 1974

| Raw Score | | | Grade Placement | | |
|---|---|---|---|---|---|
| RV | RC | RT | RV | RC | RT |
| 26 | 28 | 54 | 3.2 | 3.3 | 3.3 |

Rex's progress for the September and May tests was 2.2.

When this test was administered in September, Rex was in the second grade but he only scored 1.1 in vocabulary and 1.7 in comprehension. His AGP was 2.1.

On May 7, 1974, Rex was given the same test and he scored 3.2 in reading vocabulary and 3.3 in reading comprehension. His AGP was 2.9. According to this test, he was now four months above grade placement.

Rex was administered the California Short-form Test of Mental Maturity in November of 1973. His grade was second and his C. A. was seven years, two months. His I.Q. score on this group mental maturity was 106.

Health Data:

Rex seemed to be a normal, healthy boy, but had a lack of energy. His movements were slow and hesitant most of the time. I checked his Cumulative School Health Record and he had no listed handicaps or deficiencies. His sight and hearing were checked "good." His

vision was 20/20. However, Rex held his books near his face when he worked or read. Sometimes it appeared that he was hiding behind them. He often has to be told several times what to do. I think this, too, was a form of escape and not a result of hearing difficulty. He did not stutter but his speech was often hard to understand. His speech was soft and was never heard above the other members of the class.

Rex has had the chicken pox and the German measles. He has not had the mumps and other diseases of this nature. He has had the necessary immunizations and tests, but he does not see his physician regularly.

When he was quite young, he was hospitalized several weeks with a broken leg. Most of Rex's check-ups have been done through the school and not by the concern or effort of his parents. At present, he is as normal and healthy as any little second grade boy.

Home Background:

Rex is the youngest of three boys in the Macon family. His older brothers are both working in distant places. Rex's father works for a sheet metal company and is required to work shift work. His mother works part-time at a local store in the small community where they reside. His parents are about forty-five years of age.

The home furnishings are far from being elegant or even desirable for comfortable living. They live in a small wood frame house which is unpainted and has open windows without screens. There is a lack of "coziness" and a pleasant welcome in their home.

Absent, too, from the home are books or any literature desirable for a growing little boy of seven. Naturally, the television occupies the family's leisure. Rex likes to watch sports, cartoons and westerns, or to quote him "cowboy shows."

His parents are not active in civic affairs but attend church regularly. They do not seem to be interested in their child's education or progress. A number of times Rex's teacher sent word that she needed to talk with them about Rex. They failed to make any attempt to see her. Finally, the teacher made a trip to his home and the mother was indifferent and did not offer to help correct Rex's "laziness" or undesire to do his school work.

Rex was surely not a leader but made an excellent follower. He was never dominating, loud or rude to his classmates or teacher. He was usually happy, thoughtful and loved exceitement. He mostly just smiled or laughed with others, not at them.

In out of school play, he was involved in tree climbing, football, church socials and play cars.

Child's Personality:

Rex is quiet, friendly and pleasant. He seldom has to be corrected for disobeying in class. He is not a favorite of the class, but is not disliked either. He has one close friend in the class and

this boy is also his neighbor and playmate out of school. He likes his teacher and his classmates. He is not a "busy-body" or a "Tattle-tale."

Rex adores his family. He often speaks of them when he speaks out loud at all. During "share-and-tell time" once, he read a news article to the class about his brothers. Even though he could not pronounce all the words in the article, this did not bring embarrassment to him because he was so proud to be telling about his brothers.

Rex's interest in play is quite adequate. At the beginning of the school year, he did not think much of school work. However, as the school year progressed, he began to like coming to the Title I Reading Class.

School History:

Rex started to school at the age of six. He was not an excellent student, however he showed potential on his tests. Although he received only normal in arithmetic, he was quite efficient in this subject. His spelling, writing, language and reading were in need of improvement at the beginning of the school year.

There was noticeable change in his grades in February. Rex was given the Diagnostic Reading Scales designed by George D. Spache. His instructional level was 31, independent level was 22 and frustration level was 32. His silent reading performance was good.

Rex's academic weaknesses were diagnosed as follows:

1. Faulty word identification and recognition
2. Poor listening skills
3. A limited sight vocabulary
4. Emotional maladjustment
5. Lack of ability in auditory blending

Summary of Diagnosis:

Rex had difficulty in word memory, comprehension, meaning of opposites and picture associations. As for a cause, the teacher found it hard to put into a single state. It was a summation of many things. Rex's I.Q. was certainly adequate for learning and his tests showed achievement in the language areas. It may be due to his lack of concentration, interest or inability to adequately perform.

E. Treatments:

1. Visual Discrimination

   a. Finding identical elements at the beginning of words
   b. Finding identical elements at the end of words
   c. Identifying letters and small words
   d. Identifying common objects with slight differences
   e. Recognizing word families

2. Auditory Discrimination

   a. Learning initial letter sounds
   b. Hearing words that rhyme
   c. Hearing different final sounds in words

3. Developing Listening Skills

   a. Share and tell
   b. Storytime
   c. Following directions
   d. Listening to draw a conclusion
   e. Retelling stories
   f. Finishing stories

4. Developing and Expanding Sight Vocabulary

   a. Labeling objects in the classroom
   b. Associating printed words with a picture
   c. Reading teacher printed sentences
   d. Reading experience charts
   e. Writing words in sand

5. Developing Emotional Stability

   a. Participating in sharing periods
   b. Listening to musical records
   c. Discussing events
   d. Making experience charts
   e. Participating in "Show-and-Tell"
   f. Doing chores

<u>Materials Used For Treatments</u>

A. Visual Discrimination

   1. Sullivan programmed materials
   2. Scotts Foresman talking alphabets
   3. Controlled Reader (pre-primer through $2^2$ films)
   4. Hayes duplicating materials
   5. Listen and Learn with Phonics

B. Auditory Discrimination

   1. Scotts Foresman talking alphabets
   2. Sullivan programmed materials

C. Developing Listening Skills

   1. SRA Listening Stories
   2. Books
   3. Films
   4. Talkstarters

D. Developing and Expanding Sight Vocabulary

1. Controlled Reader (per-primer through $2^2$ films)
2. Sullivan programmed materials
3. Tradebooks
4. Basal Readers
5. SRA Reading Laboratory
6. SRA Linguistic Series

F. Summation:

Rex is now ready for the third grade both physically, mentally and intellectually. His reading ability during the past year progressed from 1.1 to 3.3 which means that he had a gain of two years and two months.

At the beginning of the school year, Rex was too insecure to work independently. Now he is able to read directions and follow them without the assistance of his teacher. He does not think that he has succeeded unless he has a perfect paper or had read a paragraph or page without missing a single word.

He listens attentively and follows directions adequately. He does not hold books or materials close to his face anymore and he does not need a method of escape now. Rex is obedient, kind and lovable.

I think that Rex will have a successful third year in reading because he has acquired good word attack skills, has good comprehension, and he desires to do well.

SYSTEM Muscle Shoals City

Individual Case Study

A. Muscle Shoals City

B. Mrs. Lenita Bond
Howell Graves School
Wilson Dam Highway
Muscle Shoals, Alabama 35660
Phone: 383-2269

C. Special Reading

D. Narrative Description of Individual Prior to Treatment

The student, an eight year old white, third-year girl entered special reading classes in September. Her I.Q. was 95. She is the oldest of three girls and lives with her mother and father.

The student is small for her age, and is well liked by her classmates. Her main problem was getting her attention channeled in the right direction. She enjoyed socializing, and gave little attention to her work. She could not work independently and had to be encouraged constantly to keep up and improve her scores.

The student came to the reading lab five days a week for thirty-five minutes. There were nine other students in her group with similar problems.

A pre test indicated the following needs:

| | Stanines | Grade Level |
|---|---|---|
| Reading Comprehension | 1 | 2.1 |
| Vocabulary | 4 | |
| Auditory Discrimination | 6 | |
| Syllabication | 1 | |
| Beginning & Ending Sounds | 2 | |
| Blending | 2 | |
| Sound Discrimination | 1 | |

The diagnostic test indicated the student was very weak in phonetic analysis skills. It was also determined that she learned best by audio methods.

E. The following materials and methods were prescribed:

Hoffman Reader - comprehension and word analysis skills through audio and visual approaches
Reading Progress Lab - phonetic analysis, comprehension by audio and visual
Controlled Reader - increase perception skills and comprehension skills
Specific Skills Series - audio and visual approaches to phonetic skills
Games - Vowel Dominoes, Spin-A-Sound, Word Puzzles, Comic Books, Bingo-Bang, Old Itch

SYSTEM Muscle Shoals City

F. Narrative Description of Individual After Treatment

With continued encouragement and praise, the student began to become more serious about her work. She was challenged to increase her score from the previous day. As her scores became better, she was determined to go to the next level of difficulty. By the end of the year, she was reading on grade level in her regular classroom.

A post test was given to measure her improvement.

| | Pre | | Post | |
|---|---|---|---|---|
| | Stanine | Grade Level | Stanine | Grade Level |
| Reading Comprehension | 1 | 2.1 | 5 | 3.0 |
| Vocabulary | 4 | | 3 | |
| Auditory Discrimination | 6 | | 9 | |
| Syllabication | 1 | | 7 | |
| Beginning & Ending Sounds | 2 | | 6 | |
| Blending | 2 | | 5 | |
| Sound Discrimination | 1 | | 6 | |

The student made a gain of 1.8 in reading comprehension which placed her on grade level.

Her feeling of self-worth was greatly increased, and now she has confidence in her ability and will be ready to begin fourth grade with the determination to do good work.

CASE STUDY IN READING

A. DeKalb County Board of Education

B. Contact Person: Byron Lang, P.O.Box A, Fort Payne, Alabama, Telephone: 845-0414

C. Program: Reading

D. Description of Individual Prior to Treatment: Jerry was in the sixth grade for the second year. He was still immature in comparison to his classmates even though he was a year older. He was from a medium-sized family and was the middle child. His parents did not respond to invitations for parent-teacher conferences and seemed completely unconcerned about Jerry's problems in school.

Jerry scored a grade level of 3.2 on vocabulary and 2.1 in comprehension with a total of 2.5 on the California Reading Achievement Test at the beginning of the school year. His I.Q. as measured by the Otis Quick Scoring Test was 72 which made his mental age about eight years. An informal reading inventory showed many problems in the areas of phonetic analysis, structural analysis, oral and silent reading as well as comprehension. He knew only 60% of the Dolch Basic Sight words. Jerry was very tense when reading aloud even if only the teacher was listening. He stumbled often, even on very simple words. When faced with a new word, he seemed completely lost as to how to figure out what the word was. Consequently, Jerry was greatly lacking in self-confidence when it came to reading. Jerry had a very favorable attitude, however, and seemed eager to overcome his reading problems. He was willing to work hard and was very cooperative.

E. Treatment: Jerry was given a prescriptive program of work that enabled him to start with lessons that were very easy for him and then gradually move up. He was given praise and encouragement, and his correct responses were given more attention than his incorrect ones. He was given words from the Dolch list in very small doses by use of the Psychotechnics program and by teacher-made materials until he had eventually learned all of the words he did not know. Starting at an easy level in SRA, moving at his own pace, and recording his progress helped Jerry build up his confidence about reading and also helped him improve his comprehension. He was given intensive practice in phonics by use of such materials as the Sound Way to Easy Reading Program, the Pacer Sounds and Stories materials, and the phonics workbooks provided by Title I. The Imperial Reading Program and other worksheets helped him with structural analysis, and he gradually began to be able to identify more and more words.

Jerry worked the majority of the time on a one-to-one basis with the teacher, the aide, or a machine. He seemed to like the privacy of working in this type of situation and became less afraid of making a wrong response and thus became less tense.

Jerry's classroom teacher was consulted and a tutoring program was established for him using the aid of some capable ninth grade students. This gave Jerry three reading sessions per day.

F. Description of Individual After Treatment: By the end of the school year, Jerry's self-confidence in regard to reading had greatly increased. He seemed much more eager to read to those who listened to him and could read on a much higher level of material. He now could figure out many words that he had never seen before by breaking them down and sounding out syllables. His comprehension ability had also improved. Jerry's grade placement scores at the end of the school year were as follows:

4.7 in vocabulary
5.0 in comprehension
4.9 in total reading

These scores show an increase of 1.5 in vocabulary, 2.9 in comprehension, and 2.4 in total reading.

CASE STUDY

A. Anniston City Schools

B. Mrs. Velma Curry
P. O. Box 1500
Anniston, Alabama 36201

Telephone Number: 236-1561

C. Compensatory Educational Program in Reading

D. DESCRIPTION PRIOR TO TREATMENT

Pupil A was a black female, 12 years old, sixth grade student enrolled at Johnston Elementary School during the 1973-74 school year. She has completed her second year in the Title I reading program.

Pupil A's family consisted of a mother, three sisters, and one brother. The family has lived at the same residence for several years. Pupil A attended Glen Addie Elementary School previous to the consolidation of five elementary schools in the city of Anniston this year.

Pupil A completed fifth grade with borderline grades in all subject areas. She entered the Title I reading program as a very quiet, self-contained girl who was polite and well mannered. She appeared to experience difficulty when participating in group discussions.

In October, 1973, Pupil A was administered Form A of the California Achievement Test in Reading to determine her reading level. Test scores indicated the following grade equivalents:

| Vocabulary | Comprehension | Total |
|---|---|---|
| 3.8 | 4.4 | 4.1 |

E. TREATMENT

Diagnosis was made through the use of Fountain Valley Teacher Support System in Reading and the Reading Practive Program. Remedial work was provided in the needed areas through the use of the Phoenix Reading Series, Study Skills, Listening-Reading Program, Locating the Answer, Getting the Main Idea, and the Reading Practice Program. Teacher-constructed materials, the use of visual aids, and individualized instruction completed the reading program.

F. DESCRIPTION AFTER TREATMENT

A post standardized test was given to Pupil A in May of the current year. Form B of the California Achievement Test in reading was used. Pre and post-test scores reveal the following:

| | Vocabulary | Comprehension | Total |
|---|---|---|---|
| Pre-test | 3.8 | 4.4 | 4.1 |
| Post-test | 6.7 | 7.6 | 7.0 |
| Gain | 2.9 | 3.2 | 2.9 |

Pupil A showed improvements in all areas of her school work during the year. End-of-year records show one letter grade improvement in each subject as compared with those of last year. She displayed more self-reliance and took a more active part in class activities as the school year progressed.

Pupil A is now reading on, or perhaps a little above, grade level. She should be able to adequately cope with junior high school materials without further remedial work in reading.

SYSTEM Covington County

INDIVIDUAL CASE STUDY, READING

A. Name of LEA: Covington County Board of Education

B. Name, address and telephone number of person who can be contacted for further information:

Katherine T. Odom
1006 N. 6th St.
Florala, AL 36442

Phone: 898-3636

C. Title of project:

Reading

D. Description of individual prior to treatment:

The subject, B. S., a white male age 10, entered the fourth grade in September, 1973. He had completed 3 years of school prior to this. On the pre-test he scored a grade level of 3.1 on vocabulary, 3.1 on comprehension, with an over-all grade placement of 3.1. This ranked him in the 28th percentile.

B. S. is the oldest of 3 children. His parents divorced and he lives with his mother. B. S. was an active child with emotional problems stemming from his home life. He participated in the program during his second and third grade years, making slight gains each year.

E. Description of treatment:

The subject received much individual instruction from the teacher, with the teacher-aide supplementing this instruction. Use was made of audio-visual aides, chalkboard, controlled reader, taped lessons, records, and programmed materials. The subject was encouraged in his oral reading and independent work. He was encouraged to read library books and to play reading games during free time. The subject was shown that the teacher was interested in him and felt that he could succeed in reading. The subject began work at a lower level so that his success was assured. He was praised and encouraged to work hard and to put forth a good effort in any work he was doing.

F. Description of individual after treatment:

The subject took a post-test in May 1974. He scored a grade level of 5.3 on vocabulary, 7.4 on comprehension, with a total grade placement of 6.2. This ranked him in the 77th percentile, with an over-all gain of 3.1. The subject's confidence in his ability to read increased considerably. He enjoyed checking out library books and was eager to participate in oral reading and

SYSTEM Covington

class discussions. He responded greatly to praise and encouragement from the teacher and was extremely pleased with himself when he did good work.

The effect of participating in the reading program for three years can be seen in the fact that B. S. tested out of the program on his 1974 post tests.

CASE STUDY

A. Talladega City Schools

B. Dr. Harris E. Love, 501 South Street (P. O. Box 946)

Telephone 362-2204

C. Kindergarten

D. X, age six years, is the daughter of X and Y, both of whom are profoundly deaf. X has normal hearing. There is one other daughter, age eight, with no hearing defect. The family is in the lower income bracket.

Having taught X's sister, I was more aware of the personal adjustments that had to be made due to deaf parents. The behavior patterns of children with deaf parents seem to be influenced more by environment than inate ability.

X was a very unique child. She was withdrawn, shy, and hesitant to take part in a group. The lack of oral communication in the home affected X's relationship with her peers as well as her teachers. This resulted in her ignoring or being non-responsive to surroundings and directed activities. X seemed to need the warm friendly atmosphere of the pre-school with its activities and organization.

E. The teacher, being aware of X's peculiar needs, was able to plan a more effective program with daily experiences to develop her potential abilities and overcome inadequate personal adjustments. Flexibility of the materials used in the pre-school program aided in designing a program to meet X's unique needs.

The non-verbal atmosphere of the home created an environment which discouraged attentiveness and response. The teachers obtained X's attention before giving instructions. Support and encouragement were given to her constantly during the school year.

F. X learned to accept the discipline of group activity as she watched other children conform to the pattern of behavior established in the organized program. X developed independence and a willingness to cooperate. She gradually found her way into a wider world that allowed her to demonstrate her capabilities.

The materials used in converting a withdrawn person into a happy productive student were mainly: KELP (Kindergarten Evaluation of Learning Potential), Alpha Time, and Sullivan's Reading Readiness and Number Readiness.

X's achievement is shown by the improvement made on the Lee-Clark Reading Readiness Test recorded in the table below.

| Date | Raw Score | Grade Placement | Progress |
|---|---|---|---|
| 9/12/73 | 16 | 0.0 | |
| 5/7/74 | 59 | 1.9 | 1.9 |

CASE STUDY

A. Talladega City Schools

B. Dr. Harris E. Love, 501 South Street (P. O. Box 946)

Telephone 362-2204

C. Early Elementary Reading

D. X, age 9, is the second oldest of six children. He comes from a low income family where little if any attention is given to the children and their learning. Both parents have a high school education. His father works long hours and his mother is constantly keeping house and the younger children. The children are well fed and clothed but otherwise negligence is easily observed.

When taken into the program in September, X was talkative and outgoing. He was well adjusted and eager to learn. His main problem was his inability to recognize and pronounce words correctly. He didn't attempt to apply phonic skills for sounding out unknown words. He would just glance the word and pronounce it as anything. Because of this inability he was unwilling to read loud. He also has a speech defect which I believe is caused by double teeth growing in his mouth. On the California Achievement Test in September he scored 0.8 placement in Reading.

E. I allowed X to read his work to me most of the time. He worked with the talking page 15 minutes each day. This helped him to learn to sound out letters and then pronounce the word. Through the use of pictured flash cards, he was able to know what the word was and then to try and to sound out the letters until he pronounced the word.

F. In April X scored 2.5 placement of the same test that was given in September. He is now able to recognize more words and sound out those words which he doesn't know. He often volunteers to read aloud for me and before the class. He has shown a remarkable improvement in his reading, phonic skills, and sight words vocabulary.

| Date | Grade Placement | Progress |
|---|---|---|
| September, 1973 | 0.8 | |
| April, 1974 | 2.5 | 1.7 |

CASE STUDY

A. St. Clair County

B. Jimmy S. Lee, Coordinator, Pell City, Alabama 35125
Phone 338-7121

C. Remedial Reading Program

D.

When the student was tested in October, scores were posted as follows: reading comprehension level--5.8; vocabulary level--4.9; total reading score--5.3. While these scores would not place this student irretrievably behind, the student's classroom grades were all but failing. The student displayed an inability in the classroom to comprehend any assigned reading material. For these reasons the student was placed in reading classes.

The student's family represents the middle income strata for this community. The student's social and experience level would also be considered average for this community. The student is the youngest of several children, with other siblings being much older. The student's health is somewhat frail though not disabling for sports activities represents a large part of the child's life.

The student was a constant behavior problem in class and my class proved in September to be no different. Though the family seemed to display a positive attitude toward school, the student showed signs of resentment and a feeling of futility.

Early in the year several conferences were held between the teacher and the student. The teacher constantly pointed out qualities of leadership and achievement possibilities.

Tachistoscopic training served as interest builder early in the year. The teacher allowed this student 5 to 10 minutes of free reading time at the end of each period. As rapport was achieved, a more positive attitude toward school and teachers was also achieved. The teacher varied reading assignments daily through use of EDL Study Skills, Sullivan Readers, and SRA Lab IIa. The SRA Lab was used very little due to the student's dislike. By May the student has read numerous books of his own choosing; completed books 5-8 of the Sullivan Program; read through 3 color levels of the SRA Lab IIa; levels D and E of EDL Study Skills; a part of Book D of Guided Reading Study Guide; and participated in Tach X training. This has been accomplished even though the student missed 4 weeks out of school in March and April due to illness.

Attitudes have improved considerably--even the student thinks so and has verbally stated the fact. The student comes quickly now

into reading and settles down and begins working. At the first of the year, the student cheated a great deal but this has completely stopped.

Post test scores from May give an achievement level for the student as follows: reading comprehension--8.6; vocabulary--6.2; total reading--7.4. A jump from 34th to 59th percentile was also posted.

The student still prefers reading material on sports and horses, but response is made positively to much other material. The student has shown a new interest in science and general history.

Improvement can still be made. The student must continue to work on attitudes of respect and selfishness. It is up to the teachers to see that this student is not allowed to regress, but that he continues to show academic improvement.